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ABSTRACT

Nine high schools selected at random from 62 schools in Northeastern Indiana participated in this study to determine where high school students get their ideas about marriage and family living. Students answered a questionnaire consisting of 24 items ranging in nature from dating and knowledge of the opposite sex through engagement to marriage and family living. For each item, students marked the source of knowledge as parents, school, church, peer group, reading, or others. A figure of twenty per cent was accepted as significant level to show the category as being an influence in forming ideas on the subject. The results indicate that the family remains as the chief socializing agency in matters of marriage and family living, while information regarding dating comes from the peer group. The school and church are only secondary sources of information on all items. (Author/DE)

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SOURCE OF PREPARATORY ORIENTATION OF HIGH SCHOOL STUDENTS IN NORTHEASTERN INDIANA TO ISSUES INVOLVED IN MARRIAGE AND FAMILY LIVING

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ABSTRACT

Where do high school students get the ideas they have about marriage and family living? This is the thrust of the problem. No attempt is made here to learn what the students believe. Nine high schools selected at random from sixty-two schools in Northeastern Indiana participated in the study. 572 students from large county-wide senior high schools to small village high schools constituted the sample. These included 292 males and 280 females of high school age. The questionnaire was constructed to have the respondents indicate where he/she believed most, next most, and the least amount of information came from. Twenty-four items ranging in nature from dating and knowledge of the opposite sex through engagement to marriage and family living were selected as to source of knowledge from parents, school, church, peer group, reading, or others. A figure of twenty per cent was accepted as significant level to show the category as being an influence in forming ideas on the subject.

The students indicated that much of their information regarding dating had come from the peer group, but did, however, select the parents in a significant number. The information provided by the study indicates that the family remains as the chief socializing agency in matters of

marriage and family living. The school and church were only secondary sources of information and through much of the study had not provided selection at the ten per cent level.

NO GENUINE OBSERVER CAN DECIDE
OTHERWISE THAN THAT THE HOMES OF
A NATION ARE THE BULWARKS
OF PERSONAL AND NATIONAL SAFETY.

-- J. G. Holland

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This study could not have been completed without the help of some very fine people who understand the strain often put upon those who try to achieve in academic pursuits. Those students who gave of their free time to go with me to administer the questionnaires and to conduct the interviews deserve much thanks with the hope that something was learned of the process of research. It was an experience, but they wanted to help. To Miss Linda Baker, secretary at Xerox, a special debt of gratitude is given for her kind instruction in reduction printing of the charts and tables. Mr. Donald Hower gave excellent assistance in helping with the Xeroxing of copies of the dissertation. His sacrifice of lunch hours and early rising to make copies when a stay in bed would have been rewarding indicates a friendly person who helps when help is needed. All of these gave greatly appreciated assistance.

A special "Thanks" is due my wife, Wilma, who tirelessly worked with me in making the tabulations of the questionnaires. More than this, her patience all through the years of graduate study, her encouragement when trying times took their toll in strength, and her sacrifice of a new dress or a pair of shoes for me to get "that book" or other necessary items. For all this I thank you, Wilma, and to you I dedicate this dissertation. In many ways, it is as much yours as it is mine.

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CHAPTER I

GENERAL INTRODUCTION AND BACKGROUND FOR THE STUDY

Why the Study?

Dating, sex, marriage and family living are all subjects found in the popular literature of the day. Some attention has also been given in the professional journals and in micro studies of given areas. It appears that the public, in general, has an interest in following columns in newspapers and magazines which deal with the issues and problems of marriage and family living. Witness here the columns "Dear Abby," and "Of-Two Minds."[1] Other articles appear from time to time asking, "Can this marriage be saved?" or similar questions indicating that there may be some question as to whether that marriage, based on the material presented, could be saved. The answer is left to the individual reader. Other columns and articles ask such questions as "How can I get along with my dating teen-age daughter?" or "I'm in love with two men. What shall I do?" It appears that an interest in personal problems about dating and family living is present with us and suggests that possibly there is some foundation for an observation made by a class of college students--many of them freshmen--that there is a dearth of instruction of young people in this important subject.

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[1] "Dear Abby" is a syndicated column carried in many local newspapers. "Of Two Minds" is a regular feature by Dorothy and Mary Rodgers--a mother and daughter team--in McCalls.

The nuclear family, as it has developed in the United States, deals with many developmental tasks when it performs is socializing effect upon the developing child.[1] Doby and others have commented upon this in a general way by indicating that the nuclear family could not be expected to perform the functions which the extended family of the past had. The industrialization of the American society has necessitated some assignment of various functions to other institutions of the society. The father who must leave the household for periods of time can no longer provide economic training which he once enjoyed with his children.[2] By allowing other institutions to perform functions once considered "family functions" the home has experienced a different focus in training. The educational institutions have been allowed to instruct the child in many skills necessary for living. In addition, the schools have influenced the cultural values, religious views, and political attitudes. Doby and others continue:

> Moreover, a significant part of what the educational institution offers is apart from the instructional pro-

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[1] John T. Doby, Alvin Boskoff and William W. Pendelton, Sociology: The Study of Man in Adaptation, (Lexington, Mass., D. C. Heath and Co., 1973), p. 201.

[2] Neil J. Smelser, Sociology: An Introduction, 2nd. ed., (New York, John Wiley and Sons, 1973), pp. 206-207.

> gram. Though parents may control in some degree the formal program of the schools, the informal aspects of education are equally important. The school system has become increasingly organized by age groups. This organization limits contact between older and younger children to a startling degree. One study found, for example, that in a typical high school, over 90 per cent of the "best friends" of all children came from their own grades. Such a structure limits the effectiveness of older children as socializers of the younger, as in the case within the family.[1]

The debate which has followed over the subject of sex education in the public schools has been bitter in many areas. This important subject has not been solved completely as to how the knowledge, attitudes and standards regarding sex are to be passed on to the children. Williamson quotes one study which showed that in a Midwestern city, only 45 per cent had received any sex information from their parents by the time they had entered college. Daughters indicated a more attentive measure than boys who said they had received much of their information from the peer group.

> In a sample of ninth-grade boys, 18 per cent had either no knowledge or distorted knowledge of a variety of topics. Information about masturbation, venereal disease, nocturnal emissions, and the menstrual cycle was the least valid. The reasons for parental neglect in this area are probably a hangover of Victorian prudery, the awkwardness of introducing the subject, and, in some instances, the ignorance of the parents.[2]

As early as 1930, President Hoover's White House

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[1] Doby, Boskoff, and Pendelton, Sociology: The Study of Man in Adaptation, p. 206.

[2] Robert C. Williamson, Marriage and Family Relations, 2nd. ed., (New York, John Wiley and Sons, 1972), pp. 448-449. [Reference to Glenn V. Ramsey, "The Sex Information of Younger Boys," American Journal of Orthopsychiatry, XIII, (1943), pp. 347-352.]

Conference on Child Health and Protection, Article XI stated:

> For every child such teaching and training as will prepare him for successful parenthood, home-making, and the rights of citizenship; and for parents supplementary training to fit them to deal wisely with problems of parenthood.[1]

It does appear that we are far from fulfilling this statement and much needs to be done. Some survey of the course work done in the high schools indicates that more time has been given to finding what the courses are offering, the age and sex composition of those teaching the courses, and the coverage of the student bodies with these courses. There are some studies seeking to ascertain what degree of training teachers of such courses have attained.[2]

It is clear that one must start with some knowledge of what the students already know, and from where they have received their information. This study attempts to learn the basic information from a randomly selected group of high school students as to where they believe they have received the information they do have on a number of topics related to dating, engagement, marriage and family living. The list of items is not exhaustive, but does indicate a trend in what sources of information these students in Northeastern Indiana claim.

Present-day studies in marriage and the family assert that marriage is occurring at an earlier age, especially in the postwar years. This note has been sounded by some of the writers and researchers. Henry A. Bowman indicates that the median age for first marriage has declined since 1890. Commenting upon these figures, Bowman states

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[1] White House Conference on Child Health and Protection, 1930, Article XI, p. 33.

[2] See the bibliography for a listing of some of the studies done by states.

TABLE 1

MEDIAN AGE AT FIRST MARRIAGE[1]

Year	Male	Female
1890	26.1	22.0
1900	25.9	21.9
1910	25.1	21.6
1920	24.6	21.2
1930	24.3	21.3
1940	24.3	21.6
1950	22.8	20.3
1960	22.8	20.3
1967	23.1	20.6

that there has been relatively little, if any, change since the Second World War. There have been slight variations but he warns that any inference from these variations should be made with extreme caution.

Williamson also sounds the note of declining age at first marriage:

> In the United States, there has indeed been a decrease in the age at marriage since roughly before the turn of the century. The proportion of single males aged fifteen or over has been declining steadily from 42 per cent in 1890 to less than 24 per cent in 1969; for women of the same age group the rate of decline has been from over 30 per cent to 19 per cent during a comparable period

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[1] Henry A. Bowman, Marriage for Moderns, 6th ed., (New York, McGraw-Hill Book Co., 1970) p. 214. [Quotation from U. S. Bureau of the Census, February 23, 1968.]

[2] Williamson, Marriage and Family Relations, p. 298. [Reference to Bureau of Census, "Marital Status and Family Status: March 1969," Current Population Reports, 1969, Series P-20, No. 198, p. 4.]

Burchinal found considerable data to indicate the following factors contributing to early marriage:

1. The impact of war and the draft.
2. Less economic risk involved in marriage when society is prosperous--wives can work, parents contribute to the support of the young couple.
3. Early contact with the other sex.
4. Stimulation of sexual drives by the mass media and thus inability or unwillingness to postpone sexual relations.
5. Tension between parents and youth so youth want to escape unhappy home, school, or community situation.
6. Emotional maladjustment.[1]

Coupled with this information is that of Glick and Norton who did research on marriage and divorce. Utilizing U. S. Bureau of the Census figures, they considered the probability of divorce after first marriage and found that those made early in life ran a higher probability than those of other age groups.

TABLE 2

PROBABILITY OF DIVORCE[2]
AFTER FIRST MARRIAGE

Age at First Marriage	Average Probability of Divorce
14 to 19 years	12
20 to 24 years	6
25 to 29 years	4
30 years and over	5

(Probability rate per 1,000)

There is also the claim that early marriages contribute more than their proportionate share to marital failure.[1] All of this would tend to alarm adults who are rather protective of traditional marriage and family life. What causes this alarm? From where do today's teen-agers receive the information they do have of marriage and family living?

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[1] Lee G. Burchinal, "Research on Young Marriages: Implications for Family Life Education," The Family Coordinator, IX, (September-December 1960), pp. 6-24.

[2] Paul C. Glick and Arthur J. Norton, "Frequency, Duration, and Probability of Marriage and Divorce," Journal of Marriage and the Family (N.S.), XXXIII, (May 1971), p. 315.

David R. Mace, in writing the forward to Marriage for Moderns, comments:

> Yet today in these United States young men and women by the million are coming together in marriage drawn by mutual attraction, on the assumption that satisfactory interpersonal adjustment will happen of its own accord. The available evidence suggests that not more than half of these young couples will find the kind of happiness they seek and expect.[2]

How can one explain this problem? One may well seek the answer in observing the degree of orientation which the young people indicate they receive prior to marriage. The closeness to other relatives in past generations presented a greater opportunity for children to be oriented to the various aspects of family living than is possible in the kind of society in which we live. Earlier days saw the family life enlarged to include aunts, uncles, grandmothers and grandfathers--the extended family--as well as the mother, the father, and the children. When one could not provide the orientation or training for young people there were other adults of close acquaintance who could step in and provide this service. In contrast to this, the present family is much more closely arranged around the nuclear family of father, mother, and children exclusively. Any aspect of orientation or training which is not provided by busy parents usually goes unattended by adults.[1]

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[1] Bowman, Marriage for Moderns, p. 210

[2] Bowman, Marriage for Moderns, p. v.

It is, therefore, no surprise that students in a course in "Marriage and the Family" at Huntington College indicated that there is a need for such an orientation for college students. More specifically these same students thought back to the number of their fellow high school students who had been married while in school or very shortly after graduation. Thus it was considered important to find where the high school students receive the information they do have. The hypothesis underlying this study is:

> Students of senior high schools in Northeastern Indiana receive the information they possess on issues in marriage and family living primarily from the parents and only secondarily from the school and the church.

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[1] Doby, Boskoff, and Pendelton, Sociology: The Study of Man in Adaptation, pp. 201-204.

Explanation of Terms Used

Terminology has a tendency to create further problems from time to time when there is no clear statement as to how terms are used. So frequently a term thought to be clearly understood is not and thus opens the doors of debate as to the meaning of statements made. The terms used in this study are no exceptions. Since the terms used here will have shades of interpretation by different readers, each will go a bit further than definition, and will explain the use of the term.

The subject refers to "The Source of Preparatory Orientation . . ." The terms "socialization," or "enculturation," or "indoctrination" may well have been used, but these, too, have shades of meaning for the readers. The source of information sought by individuals here is interpreted to include any person, object, observation, reading or other means whereby an individual may receive information on any given subject or idea.

1. "Preparatory Orientation," indicates that this is information which will set the stage for what follows.

2. "Anticipatory socialization," the term defined by Burr, indicates "the process of learning the norms of a role before being in a situation where it is appropriate

to actually behave in that role.[1] This comes close to what the subject seeks to learn as any other.

3. There is an element of what Folkman and Clatworthy indicate socialization is as the". . .taking over of another person's habits, attitudes, and ideas and the reorganizing of them into one's own system."[2] This is what the high school student does with much of the information received from the various sources within his experience.

4. The term, "high school," is meant to include those students of grades nine through twelve, or of the ages approximately fifteen to eighteen. In most of the study done, there are few freshmen or sophomores. There is also a predominance of seniors. A glance at Figure 1, page 11, will indicate the area of Indiana in which the study was done. Refer here to the area within the bold outline.

5. "Issues involved in marriage and family living" are to include those things which many entering upon marriage fail to consider important enough, but which are basic items--among others--to a successful adjustment to a life with a member of the opposite sex. The term, "issues," indicates that there are no "set" ways to behave or to solve problems; but, rather that there are alternatives which need to be discussed and understood by all concerned.

---

[1] Wesley R. Burr, Theory Construction and the Sociology of the Family, (New York, John Wiley and Sons, 1973), p. 215.

[2] Jerome D. Folkman and Nancy M. Clatworthy, Marriage Has Many Faces, (Columbus, Ohio, Charles E. Merrill Publishing Co., 1970), p. 24.

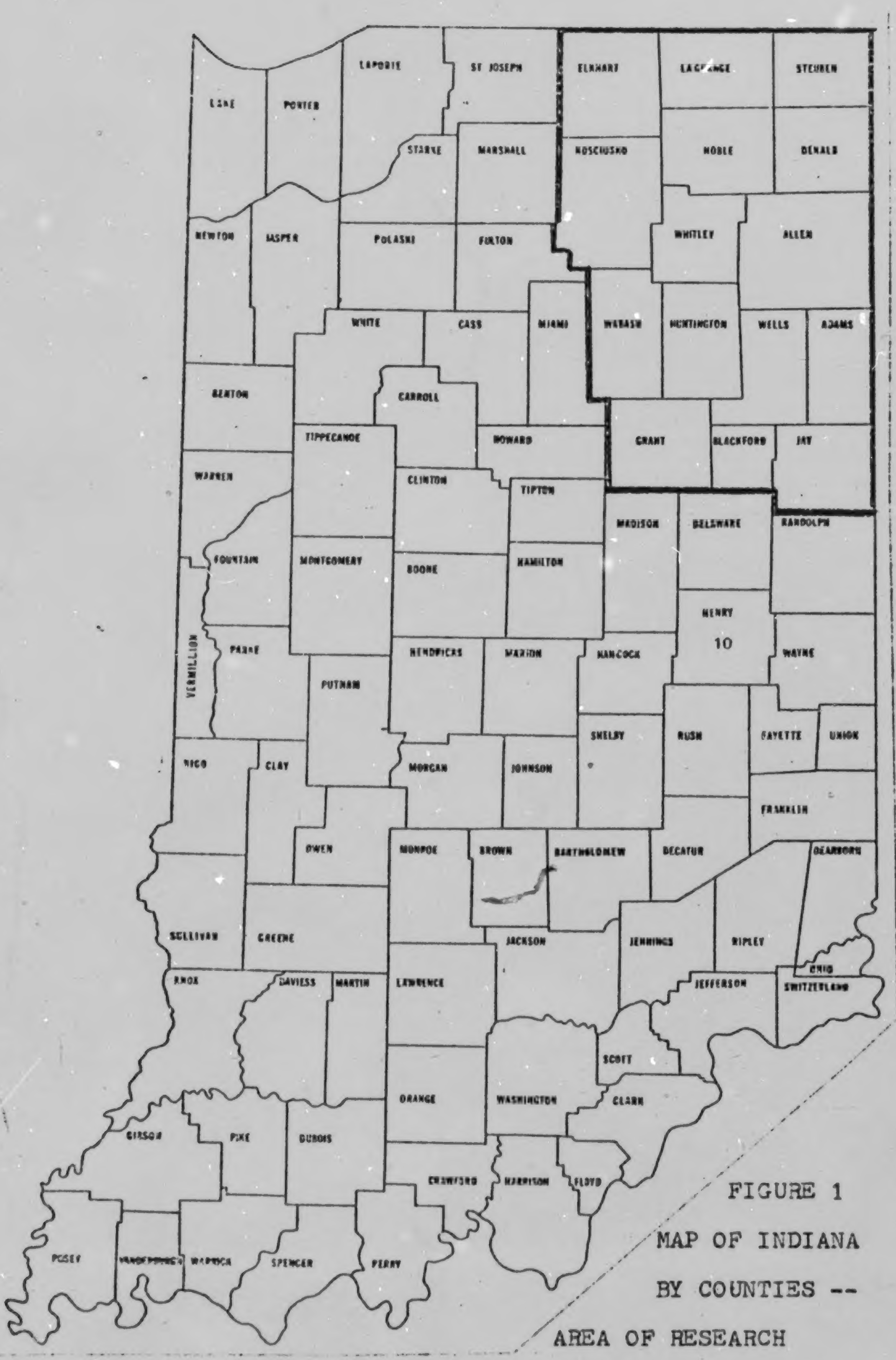
LAKE
PORTER
LAPORTE
ST JOSEPH
ELKHART
LAGRANGE
STEUBEN
STARKE
MARSHALL
KOSCIUSKO
NOBLE
DEKALB
NEWTON
JASPER
PULASKI
FULTON
WHITLEY
ALLEN
WHITE
CASS
MIAMI
WABASH
HUNTINGTON
WELLS
ADAMS
BENTON
CARROLL
TIPPECANOE
HOWARD
GRANT
BLACKFORD
JAY
WARREN
CLINTON
TIPTON
MADISON
DELAWARE
RANDOLPH
FOUNTAIN
MONTGOMERY
BOONE
HAMILTON
HENRY
10
VERMILLION
PARKE
HENDRICKS
MARION
HANCOCK
WAYNE
PUTNAM
SHELBY
RUSH
FAYETTE
UNION
VIGO
CLAY
MORGAN
JOHNSON
FRANKLIN
OWEN
MONROE
BROWN
BARTHOLOMEW
DECATUR
DEARBORN
SULLIVAN
GREENE
JACKSON
JENNINGS
RIPLEY
OHIO
KNOX
DAVIESS
MARTIN
LAWRENCE
JEFFERSON
SWITZERLAND
SCOTT
ORANGE
WASHINGTON
CLARK
GIBSON
PIKE
DUBOIS
CRAWFORD
HARRISON
FLOYD
POSEY
VANDERBURGH
WARRICK
SPENCER
PERRY

FIGURE 1

MAP OF INDIANA

BY COUNTIES --

AREA OF RESEARCH

6. For our purposes we shall refer to "marriage" as:

> The institutionalized process whereby given men and women ceremonially begin and generally maintain a mutual relationship suitable for the purpose of founding and sustaining a family, particular marital unit participants having special rights and duties relative to one another and to children who may be procreated or adopted.[1]

Since the study considers high school students in American society alone, it shall follow the normal interpretation of a marriage consisting of one man and one woman at a time. Pluralism in the marriage is not at issue here, nor will there be any consideration given to it or any other form.

7. The "family" will be explained as:

> In the most generally inclusive sense, any group of people with a common ancestry; in a less inclusive sense, a group of close kin, especially where the nucleus of the group is a married couple and their children.[2]

8. The study uses the term, "family living," and it will be employed to indicate:

> . . . function to 1) exercise control over, and often provide the socially acceptable means for the expression of affectional and sexual desires, and 2) provide the cooperative socio-economic setting needed for the procreation, care, and socialization of children--both functions very often being facilitated by the maintenance of a household by and for members of the family.[3]

9. When one begins to deal with any social subject the matter of social control arises. The inclusion of the "norms" of the society come into play and set the stage for an explanation of what is "normal." Usually this area of

---

[1] Thomas F. Hoult, Dictionary of Modern Sociology, (Totowa, NJ., Littlefield, Adams and Co., 1969), pp. 192-193.

[2] Hoult, Dictionary of Modern Sociology, pp. 129-130.

[3] Hoult, Dictionary of Modern Sociology, p. 130.

social control is thought of as those behavioral patterns that that particular society deems necessary for the full cooperation of the individuals in the group; that the violation of any of the social control scale receives a greater or lesser sanction as its parts are considered by the society. Dr. James Woodard used a scale to explain "social control" as a scaling from folkways to society as the levels of sanctions.[1] It is portrayed as:

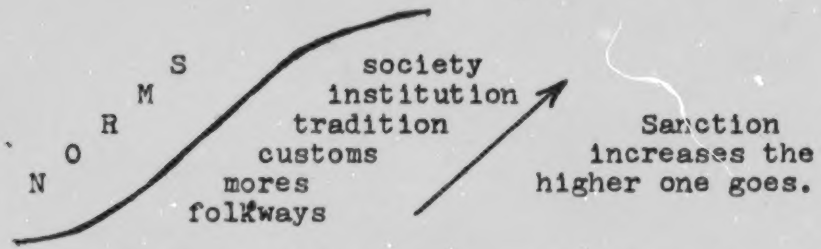

Figure 2. Levels of Social Control

Bott comments upon "norms" indicating that although there seems to be a rather high degree of agreement upon what norms are, that there are rarely any explicit norms indicated except in times of conflict or crisis. In these times the members of a society use "norms" to justify their own behavior or to render a judgment upon one who violates those behavior patterns deemed necessary for societal solidarity.[2]

10. Throughout the writing the terms "urban," "suburban," "rural," and "farm" are used. Students were advised

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[1] Lecture notes from a course in social psychology at Temple University taught by Dr. James Wroten Woodard.

[2] Elizabeth Bott, Family and Social Network, (New York, The Free Press, 1971), pp. 194-195.

that the term, "urban," would indicate that they lived in an incorporated area where the housing is mixed. That is, the housing was from single family dwelling units to a multi-family dwelling. There would be such modern conveniences as water and sewage services, fire protection, police protection and house to house mail service. The dwelling units would be fairly close together with little air space or yard space per dwelling unit. The "suburban" dwelling units would have much the same services but would have much more open space. Yards would be much larger in the suburban areas; homes would be of single family dwelling design. Those living in areas where water was supplied from a well, sewage in a septic system, and the location generally in the open areas, was specified as "rural." Another feature of the rural area was that of the employment of the breadwinner being other than that connected with farming. Usually the breadwinner was employed in the urban areas surrounding the place of residence. The "farm" was designated as the residence at the place of occupation, specifically farming. The family would be engaged in the operation of a farm either for crops or livestock or both.

CHAPTER II

REVIEW OF LITERATURE

The subject of marriage and family living has been a popular subject for those in the social sciences. Much effort has been expended toward discovering the habits of various people regarding marriage, how children are reared, dating practices, manners in which a boy and a girl are brought together in marriage and similar types of micro-studies. Divorce has been another facet of the investigation into marriage and family living. The search of the literature has revealed only peripheral material on the subject of where high school students get the information they do have regarding marriage and family living.

In 1970 Allen and King investigated the "Family Relations Courses" in high schools of the United States.[1] The purpose of the study was to:

> . . . determine the background of those who teach family relations courses in high schools throughout the United States, actual content and ideal content of the courses, values and skills which teachers think should be taught, and teaching aids used in the courses.[2]

---

[1] Alice A. Allen and K. F. King, "Family Relations Courses Taught in High Schools in the United States," Journal of Home Economics, LXII, (January 1970), pp. 19-22.

[2] Allen and King, "Family Relations Courses Taught in the United States," p. 19.

The results indicated that of the 510 teachers selected by state supervisors, only 43 per cent responded from across the nation. The ages of the teachers ranged from twenty to fifty-five with a mean of forty-five. Ninety-nine and one-half per cent were females, 6 per cent indicated that family relations had been their major field of study. Eighteen per cent held bachelor's degrees, 45 per cent had completed work beyond the bachelor's, and only 10 per cent held a master's degree. Seventy-one per cent were married, 16 per cent single, 3 per cent were divorced and 8 per cent were widowed.

As to the method of presentation, the more years of teaching experience, the greater was the use of teaching aids and greater emphasis was placed on an interrelationship of values, skills and subject content. As more content was included in the course, more teaching aids were used. In general, the material presented covered the area of the subject in fairly good detail. Still 48 per cent of the teachers indicated that they had no boys in their classes.

Allen and King conclude their investigation:

> Family relations education, more than any other educational effort, can and should be continuous throughout life. Educators, students, and communities must commit themselves to the creation of viable classes, dealing with diverse values, dissimilar people, and divergent eras.[1]

Much is being written in popular magazines and in periodicals of professional organizations on the subject of marriage and family living. Sullenger has indicated some of the neglected areas of the subject which seem to show that there are some things which are not considered in the planning of a marriage, or in the trouble-shooting following a marriage when it appears that there is trouble afoot.[1]

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[1] Allen and King, "Family Relations Courses Taught in the United States," p. 22. [Reference J. Walters and N. Stinnett, "Should Family Life Education Be Required?" Journal of Home Economics, LX, (October 1968), pp. 641-644.]

Somerville reviewed the family life and sex education programs of the 1960's and indicated much of what has led to the present writing. Somerville stated that there has been a greater of lesser amount of family life education in the public schools for some time, but that when the matter of sex education entered the arena a great amount of "national nervousness" appeared and was picked up as a subject of much debate.[2] Continuing her observation she points to the home, the school, and the church as certain powerful forces in the socialization of the child to society. There is, however, a note that rings through much of the literature to the effect that if the parents were better equipped to handle the subjects of dating, marriage, and sex education, there would be no need for classes of instruction in the schools and churches. The argument here continues that the teaching of family life and sex education outside the home usurps the duties and prerogative of the parents.[1]

---

[1] Thomas Earl Sullenger, Neglected Areas of Family Living, (Boston, The Christopher Publishing House, 1960), 442 pp.

[2] Rose M. Somerville, "Family Life and Sex Education in the Turbulent Sixties," Journal of Marriage and the Family, (N.S.), XXXIII, (February 1971), pp. 11-35.

The schools have taken some action in the development of courses in the subject area of dating, marriage, and family living. A review of some of these will indicate the wide variance which exists. Tennessee was no exception to the programs of many schools in the 1950's. Many were looking for more courses which were relevant to living. When it came to courses in family living, there was some hesitancy to include any definite content material on the subject. Miller concluded:

> Educators as individuals seem to be vaguely aware that something educational should be done to strengthen marriage and the family, but the schools as administrative units are confused and reluctant. Administratively, most students are being dealt with in our educational system as though they are all neuter and will be permanently celibate, or as though in all the realm of marriage and family life they cannot be helped but must be left to the uncertain mercies of a whimsical providence which cannot be approached through the channels of reason. At this point, at least, the schools seem altogether too content to leave us in the "dark ages."[2]

In 1955 Kenkel concluded that there seems to be little interest in the state of Iowa for family life education.[3]

Pennsylvania, generally considered one of the leaders in education, has not received much notice on its program of family education since the initial study in 1960. In this study the conclusions were not much different from others which are discussed, Generally there was a feeling of importance of such courses of study, but the preparation of the teachers was lacking. Glatthorn recommended a state-wide study of teachers and pupils and the extension of the study to include the elementary as well as the secondary schools.[1]

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[1] Somerville, "Family Life and Sex Education in the Turbulent Sixties," p. 28.

[2] Haskell M. Miller, "Family Life Education in Schools and Colleges with Special Reference to Tennessee," Journal of Educational Sociology, XXX, (1956), pp. 179-180.

[3] William F. Kenkel, "A Survey of Family Life Education in Iowa High Schools," Marriage and Family Living (O.S.), XIX, (November 1957), p. 381.

Dager, Harper and Whitehurst reported on the state of family life education in Indiana in 1962. In this report it was indicated that Indiana schools were not influenced by Sputnik (October 4, 1957) as much as other states to drop marriage and family living courses to make way for courses thought to be of greater importance. The study did indicate that this was not unexpected since the number of family life education courses had increased during the period of 1939-1958. The research indicated that family life education courses would continue to grow in number in Indiana.

In 1958 Rosensteil and Smith conducted a survey of 16 per cent of the high schools in Illinois outside Chicago and found a fairly good advance in the number of and coverage of marriage and family living courses. It was further anticipated that the concern and inclusion of more schools and courses would be forthcoming. The study noted two items of concern: 1) that the lack of trained personnel was the main reason most frequently given for not having such courses offered, and 2) that as family living courses gained acceptance the advocates should take a long look at and evaluate two approaches: the formal instructional approach and the developmental approach.[1]

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[1] Allan Adale Glatthorn, Family Life Education in the Public High Schools of Pennsylvania, 1957-58, unpublished Doctor of Education dissertation, Temple University, 1960.

[2] Edward Z. Dager, Glenn A. Harper, and Robert N. Whitehurst, "Family Life Education in Public Schools: A Survey Report on Indiana," Marriage and Family Living (O.S.), XXIV, (November 1962), p. 370.

The formal instructional approach consists basically of lectures on the principles of social behavior, family institutions and history, marital adjustment, parent-child interaction and other topics. Movies may be added to the lecture schedule to further spell out the subject matter. Students are expected to complete assignments. Students may become passive especially when opportunities for participation are minimal. The developmental approach places more emphasis on the student personality, strives to have the student develop ideas, skills, attitudes, and appreciations. The main aim here is active participation in a learning situation. This approach is generally geared to the students' background and the interests specified by the students. The conclusion to the entire study was:

> Teachers of family life may take courage in their ability to stimulate the curiosity of their students, and to handle family living topics in as scholarly a manner as is done in any other course in the high school.

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[1] Edith Rosensteil and Harold Smith, "The Growth of Family Life Education in Illinois," Marriage and Family Living (O.S.), XXV, (February 1963), p. 111.

It is to their advantage to demonstrate that they have these abilities.[1]

California high schools had been adopting various methods of instruction in the subject areas but in a survey in 1964 taken from 235 schools, of those offering courses or had offered courses, 43 per cent indicated that the level had remained about the same as that of 1954, 33 per cent reported a drop in emphasis, and 24 per cent indicated an increase. The interesting thing about this report is that where the subject was taught in the social studies divisions, the emphasis dropped, and where taught in the home economics divisions the emphasis remained about the same or increased. The explanation for this difference is observed to have been mandated by the California Education Code 7700 which ordered more courses in history, geography, American government and civics to be offered. In order to meet this mandate, high schools had to drop courses from the social studies program not indicated by the code.[2]

As one notices from these studies there is an undercurrent of feeling that there is a definite need for family life education. But where this feeling comes from is not observed. No studies could be located to indicate that there were studies calling for the inquiry as to the knowledge of the students or where the knowledge they had had been obtained. Baker and Darcy conducted a study in early 1969 in the State of Washington which was prompted by the other states, especially Florida and Indiana. This study was basically one surveying the content of the courses and the coverage. Several items noticed here were: 1) teachers evaluated their training for such courses as inadequate, and 2) that little more than half of the girls and fewer than half of the boys in the school systems of Washington were exposed to anything worthy of the name "family living."[1]

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[1] Rosensteil and Smith, "The Growth of Family Life Education in Illinois," p. 111.

[2] Judson T. Landis, "High School Student Marriages, School Policy, and Family Life Education in California," Journal of Marriage and the Family (N.S.), XXVII, (May 1965), pp. 271-276.

Elizabeth S. Force prepared a study and report for The American School Health Association in 1970 and distilled the basic study into an article in The Family Coordinator, (a publication of The National Council on Family Relations). The study indicated that there is no high priority placed upon family life education and that as ideal as the program K-12 may be, it is not likely to receive much attention in the near future. It was also noted that among educators there is a conscious awareness of the need, but colleges have not developed courses for the training of teachers in the public schools to handle the materials. It does appear that a more active program which would draw less opposition from the public would be that of parent education as an integral part of the public school programs.[1]

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[1] Luther G. Baker, Jr., and James B. Darcy, "Survey of Family Life and Sex Education Programs in Washington Secondary Schools and Development of Guidelines for State-Wide Coordinated Programs," The Family Coordinator, XIX, (July 1970), pp. 228-233.

The survey of Allen and King also pointed toward the sex distribution of class membership:

> This study indicated two categories of participation by male students in family relations education: either there were no males in the class, or there were more than eight in the courses. One hundred, six or 48 per cent of the teachers responded that they had no boys in the class. Teachers should not continue to passively accept family life courses as being useful only to females. . . .
>
> . . . .
>
> Administrators and advisors must encourage young men to enroll in family education courses.[2]

The Family Coordinator has a group of specialists serving as a "Family Life Education Panel." In answer to the questions: "What kind of a person will he be?" and "What professional preparation will he have?" the panel replied variously describing the future family educator. From the study it would be difficult to draw any fine line conclusions. It does appear that general conclusions would specify that such an educator will be married, experienced in family life, have, or have had, teen-age children of his own, and will have a much broader education than that one single discipline. The replies to "What will his job be like?" described an individual very much different from our present-day teacher. The teaching load would be light, presumably only three or less classes; office space would be of a private nature with separate space for a secretary; and time would be available for the individual educator to consult with families and render family counsel to them.[1]

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[1] Elizabeth S. Force, " Family Life Education 1970: A Regional Survey," The Family Coordinator, XIX, (October 1970), pp. 295-299).

[2] Allen and King, "Family Relations Courses Taught in High Schools in the United States," pp. 19-22.

Many of these studies also listed the materials used and showed a wide variety of subjects and texts. The teachers' participation in the courses indicated that there is a definite need for planned preparation for such teaching and that it not simply be accomplished by those who have had time for it in their schedules, or who may have had a course or two in college. It indicates that serious, in-depth preparation must be made in order to properly do the job. This is borne out in a mid-1960 report by Bayer and Nye on the state of family life education in Florida. The authors compared three studies by Burchinal, Glatthorn, and the study by Dager, Harper and Whitehurst and summed them up with the following generalizations"

(1) The greatest percentage of family life courses are offered in home economics and social studies.
(2) More girls than boys are enrolled in high school family life courses.
(3) Most family life courses are elective rather than required, and most are offered to both sexes.
(4) Most of the family life teachers are women, Practically all are married, and many have had preparation in home economics.
(5) Areas involving marriage, dating, and courtship receive the attention in family life courses; sex education receives the least.[2]

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[1] Richard K. Kerckhoff, Terry Hancock, and The Family Coordinator Family Life Education Panel, "The Family Life Educator of the Future," The Family Coordinator, XX, (October 1971), pp. 315-325.

[2] Allan E. Bayer and F. Ivan Nye, "Family Life Education in Florida Public Schools," Journal of Marriage and the Family (N.S.), XXVI, (May 1964), pp. 182-183.

In 1950 The American Academy of Political and Social Science devoted its November issue to the subject "Toward Family Stability." This issue centered its interest on family stability and how it could be restored and protected. Elizabeth Force made a cursory survey of what the high schools were doing in the area and made four broad generalizations:

> 1. Performance in the high schools is extremely spotty.
> 2. Confusion and doubt still exist in the minds of school people as to the purpose, the philosophy, and the wisdom of teaching this kind of material.
> 3. There seems to be a feeling of helplessness as to how to go about the task.
> 4. In high places as well as low there is a hesitancy, based perhaps on lack of understanding and fear of public reaction, which is delaying, and in some cases paralyzing the action.
>
> To the schoolman who said philosophically, "It's a hot potato; I don't want any part of it," we must unfortunately say, "You have lots of company."[1]

The same issue carried an article by Wood indicating that there has been an interest on the part of the church with the family. He continued throughout the article to point out the problems of leadership professional training as well as some of the advantages of the church assisting in instruction in family living.[2]

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[1] Elizabeth S. Force, "High School Education for Family Living," The Annals of the American Academy of Political and Social Science, CCCLXXXIV, (November 1950), p. 137.

[2] Leland Foster Wood, "Church Problems in Marriage Education," The Annals of the American Academy of Political and Social Science, CCCLXXXIV, (November 1950), pp. 171-178.

CHAPTER III

METHODOLOGY

The most obvious approach to use in this undertaking was to go directly to the students and ask questions about where they got the information they already had on dating, engagement, and marriage and family living. Thus a questionnaire and interview schedule were developed. The administration of these instruments was accomplished by upper class college students from the departments of sociology, psychology, and education under the author's direction. The area of administration was the northeastern section of Indiana. The population was derived from nine of sixty-two high schools in thirteen counties.

Huntington College agreed to be the sponsoring agent for the research at no expense to the college. Students of junior or senior standing were invited to assist in the administration of the instruments. These students agreed to receive training in the administration of the questionnaire and techniques of interviewing. Each student was given the opportunity to both administer questionnaires and to conduct interviews with the high school students. The instruction was given during the first week of October 1973. The instruments were administered to cooperating high schools of the area during the latter part of October and the month of November 1973.

A questionnaire was constructed which sought to have students indicate the sources of information regarding the subjects of dating, engagement, marriage and family living. The interview schedule paralleled the questionnaire as to information elicited. These instruments were constructed with a conscious eye to elements of importance in studies of family problems. (See copies of the questionnaire and interview schedule in the Appendixes I and II, pages 86 and 91.) The interview schedule permitted the respondents more latitude in replying. The same items were covered in order to provide for comparison with the questionnaire.

The instruments constructed, a pre-test was conducted with a group of twenty-five freshman college students in the second week of their college careers. These students were instructed in the same manner planned for directing the administration of the instruments. After the completion of the questionnaire and interview schedule the students were asked to indicate points in the instruments which they believed lacked clarity, contained double-meaning, or of seeming non-importance. The results were tabulated and the comments noted. Several changes in wording and order were made and these submitted to a group of students to make further comment. Satisfied that the instruments were clear, the actual questionnaire and interview schedule were printed.

The sample of schools to be included was derived from the state listing of the public schools as indicated in the roster of schools in Indiana.[1] It was noted that sixty-two high schools are located in the research area. These schools were numbered one to sixty-two and a 25 per cent sample was taken by use of a table of random numbers. Letters were sent to the principals of these schools requesting cooperation with the administration of the research instruments.[2] The first fifteen letters were sent and replies received as follows: five accepted, five rejected and five failed to reply. When the five refusals were received, an additional five requests were sent to the next five schools in the order of selection. When it was considered time to fulfill the obligation of administration in November, the schedule was confirmed with the principals and was followed. Each school cooperated in excellent fashion with the research. There were finally nine schools ranging from small rural-type junior-senior high schools--though only classes of the senior high were used in the research--to county-wide high schools and those of an urban nature. This produced a wide sampling of students from different residential areas from sifferent school programs. The sample included 541 participating students answering the questionnaire and 31 students were interviewed.

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[1] "Public Schools in County, Alphabetical Sequence," Indiana School Directory, 1972-73, Indiana State Department of Public Instruction.

[2] See Appendix III, pages 94 and 95.

The team arrived at the high schools ahead of schedule in order to become acquainted with the surroundings in which the questionnaire would be administered and to arrange for private locations for the interviews. This proved to be a wise choice since the teachers of the classes needed to locate spaces for the interviews. Several schools had office spaces specifically reserved for this purpose and made these spaces available. All schools provided acceptable locations for both phases of the study.

The teachers of the classes introduced the author who, in turn, introduced the team members. The classes were briefed on the nature of the research and the students were requested to cooperate. At this point it was indicated that should a student not wish to engage in the exercise he/she should indicate and be excused. Only one student made such an indication and was excused from participation.

Before distributing the questionnaire the students were given an opportunity to indicate whether they would rather participate in an interview. The indication was that several in each class preferred the interview. The matter of sex distribution was no problem since both male and female students readily replied. In small classes (less than twenty students) two were selected while in larger classes a proportionate number were selected to be interviewed. After the interviewees were excused, the author briefed the class on the questionnaire indicating that the main question was to ascertain where the students thought they had gotten the most, the next most and the least amount or none of their information. Students were advised not to place their names on the questionnaire at any place. This was to assure each student of complete anonymity. The questionnaires were then distributed.

The students who agreed to complete the questionnaire were instructed to answer each item as directed. The students were then directed to open the booklet to the first page and to complete the simple identification items of sex, class in school and place of residence. They were then directed to turn to the next page which began the items of the survey. The special directions were then read aloud as the students followed the text. Each of the items was to be answered with three indications. The first was to indicate which of the choices (parents, school, church, peer group, reading, or other) provided the most information on each particular item, amd to place a "1" in the corresponding box. The second reply was to indicate the next most informative source by placing a "2" in the corresponding box. The third indication was to place a "3" in the box corresponding to the source offering the least amount or no information regarding the item. Appendix I shows the complete questionnaire and Figure 3, page 31, shows the method of answering. The sources were self-explanatory except the one designated "Others." This category was explained to include all sources such as television and radio programs, movies, plays, or any source not specifically indicated. In cases where the choice appeared

EXAMPLE:

0.1	0.2	0.3	0.4	0.5	0.6	
3	☐	☐	2	☐	1	Determines the number of years in school

- -

Parents	School	Church	Peer Group	Reading	Other - (Specify Below)	1. Where I got most of my information 2. The next greatest amount of information 3. Where I got the least amount of information
1.1	1.2	1.3	1.4	1.5	1.6	
☐	☐	☐	☐	☐	☐	Knowledge of the opposite sex

Figure 3 -- Method of Answering

in the box corresponding to "Others," the student was requested to designate what that source was. This did not appear to confuse the students.

The respondents were also instructed to indicate their need of assistance by raising the hand. A college student assistant would then assist in the problem of interpretation of the item.

As the questionnaires were completed, the college student assistant collected each book separately and scanned it to ascertain that proper procedures had been followed. Where such booklets were observed to have not been completed correctly, the student was requested to correct the method of answering or to complete the answering. In most cases the students followed the directions accurately. Only a very few had to be advised individually of the system of answering requested. Only a few needed assistance in interpretation.

While the questionnaire was being administered, several students were being interviewed in another location by members of the team of assistants. The college assistants (team members) followed an interview schedule writing down the responses of the student being interviewed.[1] When the interview was completed, the student returned to the classroom with the college student assistant.

Upon returning to the base of operation, each booklet was serialized for the purpose of later providing specific information to a school requesting information on that particular school in addition to the findings of the study in general. A copy of the basic findings was provided each school indicating a desire to receive a copy of the general findings. The data was collected and tabulated by hand by the author and his wife. Further breakdowns of the data were made for the purpose of analysis from different points of view. The tables throughout the discussion, and the general tabulations in the appendixes will indicate the various approaches to information interpretation.

For the purpose of determining the significance of replies, the level of 20 per cent was arbitrarily considered a significant response. That is, the number of people selecting a category is equal to 20 per cent or more of the total number answering.

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[1] See Appendix II, page 91, for a copy of the interview schedule.

CHAPTER IV

FINDINGS

Important as marriage and family living is to the people of the United States, it seems that the youth of America receive minimal formal training in this subject. The various areas of the United States create their own peculiar emphasis on what is important, how clearly information is passed on, on what is to be dealt with in teaching youth the important aspects of living, and what is to be considered almost a "taboo" for conversation between parent and child, teacher and student, or church and Sunday School student.

In analyzing the data gathered in this study several areas are to be considered. The first of these is a:

General Description of the Population

A brief look at Figure 1, page 11, will readily orient the reader to the location of the population. This is in a section of the nation commonly referred to as a "Bible Belt." This indicates that the population generally accepts a rather literal interpretation of The Holy Bible and directs most of its life according to the direction thought to be contained therein. The area is a combination of farming and industry as a way of making a living.

The sample, determined from a table of random numbers, included nine high schools from among sixty-two in the thirteen counties. Some were rural schools, some city schools, and some county-wide schools. In all, 541 students received the questionnaire and thirty-one were interviewed.

TABLE 3

DISTRIBUTION OF RESPONDENTS BY SEX

	Questionnaire	Interview	Total
Male	274	18	292
Female	267	13	280
Total	541	31	572

If the body of information is broken down into place of residence, it is seen in Table 4.

TABLE 4

DISTRIBUTION OF RESPONDENTS BY RESIDENCE[1]

	Urban	Suburban	Rural	Farm	Total
Male	112	26	89	65	292
Female	114	20	82	64	280
Total	226	46	171	129	572

Sex distribution among the respondents to the questionnaire shows a fairly equal distribution. (See Table 5, page 35.)

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[1] The description of the economic areas of residence is found in the section of "Explanation of Terms," pp. 13-14.

TABLE 5

DISTRIBUTION OF RESPONDENTS TO THE QUESTIONNAIRE

	Urban	Suburban	Rural	Farm	Total
Male	104	24	84	62	274
Female	107	20	79	61	267
Total	211	44	163	123	541

The information in the above tables indicates the general distribution of the students by sex and residence. No attempt was made to tabulate students by class rank since it did not appear relevant to the study.

Information Regarding the Opposite Sex

Boy-girl relationships depend, to a large extent, on the knowledge each has of the other. The adjustment which must be made in such relationships will be based upon the knowledge one has of the opposite sex. This will include knowledge of the interests as well as physical limitations in the case of sports. What special aims and purposes may be present from parental training should be noticeable so that the one of the opposite sex will be sensitive to these aims and purposes without taking an adverse stand from the beginning. There must be some respect brought forth from each person so that adjustments are possible. So it was considered necessary to ask the question: "Where did you get the greatest amount of information (knowledge) of the opposite sex?" An a priori question would be: "What knowledge of the opposite sex do you have?" The student would ask, for the questionnaire: "Where did I get most of this information?" Table 6 summarizes the responses to this question with other questions regarding the respondents' knowledge of sex in the area of the study.

TABLE 6

KNOWLEDGE OF SEX IN FAMILY LIVING

GREATEST INFORMATION - ALL ITEMS - ALL RESIDENCE N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	133 24.5	80 14.8	2 0.3	226 41.7	58 10.7	42 7.7	0 0.0
5. What attracts you to the opposite sex as a date	66 12.2	66 12.2	11 2.0	246 45.4	50 9.2	98 18.1	4 0.7
16. The number of children a family should have	214 39.6	33 6.1	22 4.0	57 10.5	99 18.3	111 20.5	5 0.9
18. Admission of contacts with the opposite sex to one's spouse	200 36.9	35 6.4	49 9.0	115 21.3	72 13.3	50 9.2	20 3.7

The general consensus of the first question was that about one-half of the respondents indicated that the peer group had provided most of their information (226 or 41.7%). When this is compared with those who indicated the parents as the greatest source of information on the opposite sex (113 or 24.5%), the claim that the parents are not doing their job becomes subject to question; i.e. taking 20 per cent as being a significance figure. The obvious absence of information being provided is the church. Here only two respondents (0.3%) check the church as providing the greatest amount of information on the opposite sex. The most significant statistic that can be observed here is that if we add together the numbers for the peer group, reading, and others, we have the overwhelming figure of 326 or 60.2 per cent of the respondents indicating that their greatest source of information on the opposite sex was from sources other than the basic socialization institutions of home, school, and church. Compare here the total of those indicating the socializing institutions, 215 or 39.7 per cent, and the serious nature of the problem become apparent. Forty-two or 7.7 per cent indicated they had received their information from other sources which included, in many cases, older sisters and brothers. Inserting the sex distribution to the table above, it is seen that those checking "Others" were thirty-three males and nine females. The column of "Reading" was evenly distributed between the sexes. Tables 7 and 8 (page 38) show the distribution by sex on this issue.

TABLE 7

KNOWLEDGE OF SEX IN FAMILY LIVING BY SEX

GREATEST INFORMATION - MALE - EACH ITEM - ALL RESIDENCE N = 274

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	55 20.1	34 12.4	0 0.0	123 44.9	29 10.6	33 12.0	0 0.0
8. What attracts you to the opposite sex as a date	33 12.0	39 14.2	3 1.1	119 43.4	23 8.4	54 19.7	3 1.1
16. The number of children a family should have	112 40.8	15 5.4	13 4.7	33 12.0	46 16.8	53 19.3	2 0.7
18. Admission of contact with the opposite sex to one's spouse	97 35.4	22 8.0	23 8.4	67 24.4	32 11.6	23 8.4	10 3.6

The rating of the list for the second greatest amount of information shows a fairly even distribution between parents (123 or 22.7%), the school (148 or 27.4%), reading

TABLE 8

KNOWLEDGE OF SEX IN FAMILY LIVING BY SEX

GREATEST INFORMATION - FEMALE - EACH ITEM - ALL RESIDENCE

N - 267

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	78 29.2	46 17.2	2 0.7	103 38.5	29 10.8	9 3.3	0 0.0
8. What attracts you to the opposite sex as a date	33 12.3	27 10.1	8 3.0	127 47.5	27 10.1	44 16.4	1 0.3
16. The number of children a family should have	102 38.2	18 6.7	9 3.3	24 9.0	53 19.8	58 21.7	3 1.1
18. Admission of contact with the opposite sex to one's spouse	103 38.5	13 4.8	26 9.7	48 17.9	40 15.0	27 10.1	10 3.7

(118 or 21.8%) and the peer group (110 or 20.3%). There is a slight edge toward the school, but there is no conclusion that can be drawn from this. The sameness among these institutions is seen both for the male and female respondents, although there is a difference at the peer group level. Here there is a higher percentage of females (24.3%) as compared with the males (16.4%) checking the peer group as the second most informative source.

TABLE 9

RESPONDENT'S SELECTION OF THE CHURCH ON KNOWLEDGE OF SEX IN FAMILY LIVING

Item	Greatest	Second	Least
1. Knowledge of the opposite sex.	2 0.3	17 3.0	189 34.9
8. What attracts you to the opposite sex as a date.	11 2.0	39 7.2	124 22.9
16. The number of children a family should have.	22 4.0	95 17.6	122 22.6
18. Admission of contact with the opposite sex to one's spouse.	49 9.0	81 15.0	115 21.2

The church is not selected by any great number of respondents as a source of information. If we compare the selections as to first source, second source, and least source, we find that the church certainly has not made any great impression with what it may provide upon the subjects in Tables 7 and 8. Compare these now with Table 9, page 38.

To conclude this item it appears that more information is obtained from the peer-group and the least amount from the church. The parents made a significant contribution.

The eighth item sought to learn where the respondents received their information on what attracts them to the opposite sex as a date. Referring to Table 6, page 36, the majority choice was the peer group (246 or 45.4%). Parents and school both received identical scoring of 66 or 12.2 per cent. Next to the peer group, "Others" was the choice of 98 or 18.1 per cent of the respondents. The female respondents identified the peer group somewhat higher than the male (female: 127 or 47.5%, male: 119 or 43.4%). Both sexes identified "Others" as the alternate greatest source. As to second source of information, both indicated a fairly equal distribution between parents, school, and peer group.

The least amount of information received by the high school students on the subject of the opposite sex as a date shows an equal distribution between parents and church (67 or 24.4%) for males and reading as a close runner (56 or 20.4%). The females, however, had a somewhat different picture. They indicated the parents as providing the least amount of information (77 or 28.8%) and the church (57 or

21.3%). The school was selected by 54 or 20.2 per cent of the female respondents.

Two closely related items here are those which asked about the number of children a family should have, and whether one should admit to his/her spouse the contacts with one of the opposite sex. As to the number of children in a family there was some agreement that parents provided most of the information (214 or 39.6%). The male and female indication here was rather evenly divided (males: 112 or 40.8% and females: 102 or 38.2%). "Others" and "Reading" came somewhat further behind in this instance. The peer group does not function here as in the first question. The "Parents" figure quite strongly as the second influence with a fairly even spread over the remaining categories with "Others" trailing rather low.

The least amount of information here was provided by the category of "Others."

The question regarding contacts with one of the opposite sex and the admission of that contact to one's spouse comes from the general outlook regarding the success or failure of a marriage and was included here as an item on the outlook of one toward sex. In general, the respondents felt that most of the information received was from the "Parents" (200 or 36.0%) and the next greatest number indicated the "Peer Group" (115 or 21.3%). "Others" was selected 50 times or 9.2 per cent of responses, and the "Church" by 49 or 9.0 per cent of the respondents. This item within the grouping was the only one for which any significant number failed to answer (20 or 3.7%).

The breakdown by sex indicated much the same general distribution of selection.

The second greatest amount of information was seen to indicate the "Peer Group" as the choice with "Parents" a fairly close second. The surprising thing in this category was that "Reading" received the third most number of indications. The "School" and "Church" categories were fairly evenly distributed, 85 and 81 respectively.

As to the least amount of information, the "Church" again ranks first, "Reading" second, and the "Peer Group" third. There were 33 or 6.1 per cent who failed to indicate where they had received the least amount of information on this item. By sex, the distribution of the indication for the least amount of information was generally over the choices.

These last two questions of the area do indicate a change when there is a breakdown by residence. For items 1 and 8, urban males indicate the "Peer Group" as the prime source of information, while "Parents" came in somewhat behind. The response to Item 16, however, shows that males in urban areas believe that "Parents" provide the greatest amount of information regarding the number of children a family should have. "Parents" also seem to influence the male most in regard to admission of contact with the opposite sex to one's spouse. The same pattern also holds for the other types of residence. The pattern holds for the female respondents except for a few places where the indication followed fairly much the pattern established for Items 1 and 8, but with a lighter count for the "Parents" or the "Peer Group."[1]

Information Regarding Dating

The questions for this section seem to divide into two separate divisions regarding dating: 1) Your date and you, and 2) The phases of dating which affect your immediate family. Items 2, 4 and 5 deal with the manner in which one dates. "Wht date only a 'Steady'?" shows that most of the information comes from the "Peer Group" (232 or 42.9%) with the "Parents" being the next largest block (136 or 25.1%). The "Selection of a dating partner" indicates again the predominance of the "Peer Group" (220 or 46.6%) and the "Parents" contributing only about half that number (122 or 22.5%). The problem of "What to do on a date" is largely dictated by what the "Peer Group" decides. The choices here indicate almost a three to one preference for the "Peer Group" over the "Parents" (289 or 53.4% as compared with 103 or 19.0%). The "Church" continued, however, as the lowest ranked contributor, although there was a slight rise in the influence or the church in the selection of a dating partner.

Items 6, 7, and 8 are questions which tie the individual closer to the parents and is obvious since the parents are selected in providing the greatest amount of information. It is apparent that the parents insist upon being informed of the whereabouts of their young people since 439 or 81.0 per cent responded that their "Parents" provided the most information on this matter. Financing of dates is an important matter for teen-agers and 274 or 50.6 per cent stated that the "Parents" gave the most direction here while the "Peer Group" with 119 or 22.0 per cent also provided help in this area. But when it came to the number of dates per week, the "Parents" were strong again with 323 or 59.7 per cent selecting, and 130 or 24.0 per cent selecting "Others" as the category here. One may recall some of the television programs, or possibly the cost of dating being a control. There is no doubt that older sisters and brothers have some influence at this point and this is especially true among the male population of the urban, suburban and rural areas.[1] In general the plotting of replies as the second most information received is still coming from the "Parents" and a slight rise from the "Peer Group." The only outstanding difference is seen in the "Church" providing the second most amount of direction on the item of "Keeping parents informed of whereabouts." Here the "Church" scored high with 150 or 27.7 per cent making this indication. This could be due to the moral emphasis in church school classes.

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[1] For comparison of the residential areas consult Appendix IV, D through I, pp. 106-129

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[1] Compare the male and female ratings in Appendix IV, D through G, pp. 106-121.

Where the respondents received the least amount of information follows pretty much the findings so far that the "Church" is lax here. As in the choice of second most amount of information, the school ranks high with 119 or 22.0 per cent indicating that here is where the least amount of information is received, although the "Peer Group" was a bit higher (145 or 26.8%) as being the first choice of many for the distinction of providing the least amount of information.

Information Regarding Engagement

TABLE 10

INFORMATION REGARDING ENGAGEMENT

GREATEST INFORMATION - ALL ITEMS - ALL RESIDENCE N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
3. Conscious preparation for engagement	304 56.2	36 6.7	32 6.0	76 14.0	62 11.5	26 4.8	5 0.9
10. Length of dating period before engagement	247 45.7	29 5.3	14 2.5	71 13.1	38 7.0	135 25.0	7 1.3
11. Length of engagement before Marriage	248 45.8	29 5.3	21 3.9	63 11.6	38 7.0	134 24.8	8 1.5

The first serious step toward the establishment of a family is what has been termed "engagement." During this period a young man and a young woman begin seriously to make plans for the time they will begin to establish a new family. There are several questions facing youth today which leads to the next three items to be discussed. In Table 10 above, the three items are given. It is interesting to note that the choice of most of the respondents was to the effect that they receive most of their information regarding engagement from their parents. In the item regarding conscious preparation the second choice of greatest information was the "Peer Group" (76 or 14.0%), while for the questions regarding the length of the dating period before becoming engaged the respondents listed the "Parents" as the first choice (247 or 45.7%) and "Others" as a smaller group (135 or 25.0%). The length of engagement was felt by many to be influenced by the "Parents" (248 or 45.8%) while the group selecting "Others" was about half of this (134 or 24.8%).

The second most amount of information for these questions shows the four most influential forces to be "Parents," "School," "Church," and "Peer Group" in order.

TABLE 11

SECOND MOST AMOUNT OF INFORMATION REGARDING ENGAGEMENT

Item	Parents		School		Church		Peer Group	
	N.	%	N.	%	N.	%	N.	%
3	91	16.8	107	19.8	102	18.8	120	22.[illegible]
10	146	27.0	85	15.7	64	11.8	147	27.2
11	148	27.3	82	15.0	69	12.7	136	25.1

The "Peer Group" ranks high here for the length of engagement before marriage and, to a lesser degree, the item of the dating period before engagement. The "Parents" again rank high in the information which the respondents indicate they have received.

The data indicate that the respondents believe the

"Parents" provide the most and next most ampunt of information looking toward engagement. When considering the male-female breakdown by place of residence, it can be observed that with the exception of the urban female population replying to the questions regarding the length of dating before engagement or of engagement before marriage, there was a trend to receive more information from "Reading" than was observed prior to this. Among the female respondent farm population there was an increase in the amount of information by "Reading" but they still followed their urban counterparts and indicated most information coming from "Other" sources. Much of the information females received in matters regarding dating and engagement and marriage comes from older sisters and brothers, television, and other accounts.

When it came to selecting the least source of information, the respondents indicated that the "Peer Group" provided the least (116 or 21.4%) with "Reading" being very close (114 or 21.0%) and the "School" and "Church" not far behind. As to the length of dating period before engagement and the length of engagement before marriage, the "Church" was indicated as the source offering the least amount of information (139 or 25.7% and 132 or 24.4% respectively). For these two items the "Peer Group" is very close to the "Church" as offering the least amount of information.

Information Regarding the Marriage (Wedding)

Every young person at one time or another considers the wedding ceremony and how it shall be performed. The place and who should perform the ceremony are also weighed heavily. There is a problem arising today as to whether high school students should be permitted to marry and remain in school. This has come into play especially with the subsidizing of young marriages today by the parents.

When the high school students were asked where they had gotten the information they had on these two items, they responded as we see in Table 12. It is interesting to note that the influence of the church does not come into play until there are specific issues involved as the one seeking to learn, "Who should perform the wedding ceremony?" Whether this is direct information given by the church or simply an association is not possible to ascertain from the questionnaire. It would seem that much of this is going to be by association and the choice of former generations and of many of the "Peer Group." The comparison of the total data with that of the separate sexes reveals the same distribution percentage wise.

TABLE 12

INFORMATION REGARDING THE MARRIAGE (WEDDING)

GREATEST INFORMATION - ALL ITEMS - ALL RESIDENCE N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
12. Whether high school students should marry	255 47.1	57 10.5	19 3.5	93 17.2	51 9.4	60 11.1	6 1.1
13. Who should perform the wedding ceremony	238 44.0	9 1.7	212 39.1	26 4.8	13 2.4	37 6.8	6 1.1

On the item, "Whether high school students should marry," 122 or 22.6 per cent checked the "Church" with the "Peer Group" just behind with 119 or 22.0 per cent. The "School" also did not offer much information on this matter. When asked, "Who should perform the wedding ceremony?" the "Peer Group" led the field offering the least amount of information (144 or 26.6%) and the category of "Reading" was close behind with 133 or 24.5%.

The matter of a marriage consists of complying with the wishes of the parents and friends as well as the regulations of the state. It is because of this that much of the information is provided by the parents when the teenagers begin to think seriously about life and generally in the direction of a life partner.

Closely aligned with this subject is that of the religious background of the couple. This is the strongest item for the "Church" providing the most information. About one-half of the respondents indicated that the "Church" had provided the most information. About one-fourth of the students stated that the "Parents" had provided the most information on this important question. When it comes to the second most informative source the "Parents" move ahead

TABLE 13

INFORMATION REGARDING RELIGIOUS BACKGROUND

SECOND INFORMATION - ALL ITEMS - ALL RESIDENCE

N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
19. Religious background of couple	144 26.6	21 3.9	270 49.9	34 6.3	32 6.0	33 6.1	7 1.3

with the "Church" taking the next position. But when investigating the least amount of information, the "School" (133 or 24.5%), "Readings" (123 or 22.7%), and the "Peer Group" (122 or 22.5%), in that order, were indicated. This same trend shows up in the total male-female statistics. As to place of residence by sex, the same style or distribution occurred.

These items will follow the generally accepted pattern for our society and the general traditional life styles of the population.

Information Regarding Family Living

Table 14 shows the total choices of the group responding to the questionnaire. The results here are

TABLE 14

INFORMATION REGARDING FAMILY LIVING

GREATEST INFORMATION - ALL ITEMS - ALL RESIDENCE							N = 541
Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
14. Who has responsibility for the checking account	365 67.4	27 5.0	7 1.3	32 6.0	37 6.8	64 11.8	9 1.7
15. Ownership of all family property	422 78.0	19 3.5	10 1.8	20 3.7	27 5.0	31 5.7	12 2.2
17. The bases of a successful marriage	247 45.7	34 6.2	94 17.3	33 6.1	87 16.0	42 7.7	4 0.7
20. Who makes the really important decisions in family living	388 71.7	16 3.0	20 3.7	40 7.4	32 6.0	37 6.8	8 1.5
21. Your beliefs regarding racial intermarriage	189 34.9	51 9.4	73 13.5	81 14.9	81 14.9	59 10.9	7 1.3
22. Who should have the most power in the family	350 64.7	19 3.5	40 7.4	55 10.2	36 6.7	36 6.7	5 0.9
23. Who should make decisions which affect each member of the family	366 67.7	20 3.7	30 5.5	42 7.7	32 6.0	41 7.5	10 1.8
24. How to determine how much should be spent for basic expense items	351 64.9	48 8.8	9 1.7	29 5.3	54 10.0	39 7.2	11 2.0

what one would expect. The "Parents" are overwhelmingly the choice of the respondents as the primary source of their information. The scattering of the responses among the other choices has few exceptions. In general, there has been an increase in this category of information from "Reading" as the greatest source. Especially is this true of the two items regarding "The bases of a successful marriage" and "Beliefs regarding racial intermarriage" where the indication rose to 87 or 16.0 per cent and 81 or 14.9 per cent respectively. The matter of racial intermarriage still is fairly much under the control of parental influence, but together with "Reading" and the "Peer Group" has an equal influence (81 or 14.9%). Much of this influence can be a matter of observation of behavior on the part of the parents or the direct indoctrination by the parents.

Comparison of the sources listed as offering the second most amount of information is interesting here. Table 15, page 51, shows that many of those who had selected other sources than "Parents" for the greatest source are now indicating "Parents" as the second source of information. This is, in itself, not surprising because of the number of times the youth have heard either directly or indirectly, the parents discussing many of the subjects.

The "School" emerges as providing the second most amount of information in matters of the checking account responsibility (129 or 23.8%). This may be due to the materials used showing that the male usually is much more

TABLE 15

INFORMATION REGARDING FAMILY LIVING

SECOND INFORMATION - ALL ITEMS - ALL RESIDENCE

N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
14. Who has responsibility for the checking account	97 17.9	129 23.8	42 7.7	114 21.0	99 18.3	37 6.8	23 4.3
15. Ownership of all family property	63 11.6	123 22.7	66 12.2	115 21.3	103 19.0	45 8.3	26 4.8
17. The bases of a successful marriage	146 27.0	95 17.6	109 20.1	75 13.8	84 15.5	21 3.9	11 2.0
20. Who makes the really important decisions in family living	87 16.0	94 17.4	121 22.3	104 19.2	97 17.9	27 5.0	11 2.0
21. Your beliefs regarding racial intermarriage	126 23.3	95 17.6	91 16.8	113 20.8	85 15.7	15 2.7	16 3.0
22. Who should have the most power in the family	99 18.3	96 17.7	104 19.2	120 22.1	80 14.8	30 5.5	12 2.2
23. Who should make decisions which affect each member of the family	90 16.6	113 20.9	99 18.3	125 23.1	77 14.2	21 3.9	16 3.0
24. How to determine how much should be spent for basic expense items	103 19.0	123 22.7	42 7.7	111 20.5	120 22.1	26 4.8	16 3.0

involved in business matters, and, therefore, has a much greater affinity for these matters. This will probably disappear with the newer materials in the school which deletes information regarding maleness or femaleness as a preference in academic matters.

It could be the practice that most lines of inheritance are traced first through the male lineage in our society that the respondents checked the "School" as providing them with the second most amount of information regarding the "Ownership of all family property" (123 or 22.7%). This is usually predicated upon the male being the first member of the family to die and hence showing, in most cases, that property should be jointly held by the husband and wife. There may be instances where this would not follow, but many states would close checking accounts, ownership of real estate, and other real property in the event of a husband's demise prior to his wife where all real property were only in his name.

The "School" has been providing more information on matters involving basic expenses for family living. This may not occur in course work in a home economics class alone. The discussions which occur in political science, civics, and sociology classes as well as business related courses certainly offer much for the development of the student in this matter. What the student reads in newspapers, magazines, and other printed matter also has an effect here (120 or 22.1% for "Others").

The "Peer Group" also remains high as a source of information on items of the checking account responsibility, ownership of family property, important decision-making, racial intermarriage, and basic expenses. How much of the information is accurate is still another problem, but it does seem fair to assume that the discussions in the "Peer Group" do have some validity on these matters as youth share the information they do have.

The church has exerted some influence upon the item of "important decision-making" in the family (121 or 22.3%). The inculcation of the "Ten Commandments" here may have some influence.[1]

Parents remain high as a second informational source for many who had checked other sources in the selection of the greatest source of information.

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[1] Exodus 20: 1-17.

Checking through the items regarding family living as to where the respondents indicated they had received the least amount of information, it becomes necessary to list each item separately and to indicate the selection in order. For this we shall use only the highly selected ones.

TABLE 16

RESPONSIBILITY FOR THE CHECKING ACCOUNT
Least Information

Church		Peer Group		Readings	
No.	%	No.	%	No.	%
123	22.7	119	22.0	114	21.0

"Who has the responsibility for the checking account?" In other words, 65.7 per cent of the respondents indicated that these three sources of information provided them with the least amount of information.

TABLE 17

OWNERSHIP OF FAMILY PROPERTY
Least Information

Peer Group		Church		Reading	
No.	%	No.	%	No.	%
132	24.4	124	22.9	120	22.2

The natural reaction here is that the "Peer Group" does not have enough information, the "Church" is not too much interested in material things, and the type of "Reading" which appeals to young people does not contain this type of information. The choices here are fairly accurate since the remaining choices do come in for their share, but to a much lesser degree, to declare the source offering the least amount of information.

TABLE 18

BASES OF A SUCCESSFUL MARRIAGE
Least Information

Peer Group		School		Church		Reading	
No.	%	No.	%	No.	%	No.	%
136	25.1	113	20.9	96	17.7	93	17.2

Approximately 81 per cent indicated that these sources provided the least amount of information on the subject. But in comparison with the source of greatest amount and second most amount of information the item does have a wide scope of opinion among youth, for it seems that the first two sources of information have a strong indication for the "Church" and "Reading."

TABLE 19

IMPORTANT DECISION-MAKING
Least Information

Peer Group		Reading		Church	
No.	%	No.	%	No.	%
127	23.4	124	22.9	101	18.6

Once again the "Church" is indicated as having little to offer by nearly one-fifth of the respondents. It is interesting to note here that the same choices were selected for the second source of information though not in the same order. (Compare with the item in Table 15, page 31.)

TABLE 20

BELIEFS REGARDING RACIAL INTERMARRIAGE
Least Information

Church		School		Peer Group	
No.	%	No.	%	No.	%
131	24.2	108	19.9	104	19.2

It is interesting that 63.3 per cent of the respondents selected these three categories as providing the least amount of information. The "Church" with about one-fourth of the respondents indicating that little or no information is from this source further strengthens the argument that the "Church" as an institution does little for the socialization of the individual into society--at least in the area surveyed.

TABLE 21

POWER IN THE FAMILY
Least Information

Peer Group		Church		Reading		School	
No.	%	No.	%	No.	%	No.	%
127	23.4	113	20.8	111	20.5	104	19.2

Almost 84 per cent of the respondents selected these four categories as providing the least information. It is interesting to note that these are also selected by the respondents as the categories of institutions providing the second source of information, though not in the same order. Other than the "Peer Group" it would be expected that the "Church" and "School" would provide more information than this and other categories would in this selection.

TABLE 22

DECISIONS WHICH WOULD AFFECT EACH FAMILY MEMBER
Least Information

Reading		Peer Group		Church	
No.	%	No.	%	No.	%
139	25.7	116	21.4	102	18.8

The lack of reading on the part of most students contributes to the statistics here. The reading that is done usually does not follow the more serious informative type but more of the entertaining style. There is also little encouragement from other institutions to have young people read serious material on the subject of the family. This is also seen at the college level. Assignments of a specific nature must be made to have students read the materials. Questions asked in short paper writing and in discussions seek to learn how much is being read from a series of articles reproduced and distributed. But little is revealed in the papers turned in. Apparently young people have been too textbook oriented. The "Church" also fails here to provide the information desired. It would seem that some of the information from Biblical lessons in Sunday School and church would have some effect, but apparently youth do not make the connection, or it is possible that leaders do not provide materials for the students.

In the item of basic expense the listing of "Church" as providing the least amount of information is not surprising

TABLE 23

BASIC EXPENSE ITEMS DETERMINATION
Least Information

Church		Peer Group		Reading	
No.	%	No.	%	No.	%
131	24.2	118	21.8	108	19.9

since not many indicated that they received much information from the church. When, however, a comparison is made with the data of where the respondents received the second most amount of information, the "Peer Group" and "Reading" were fairly strong indicators.

A very serious question arises here as to the distribution of the replies by sex and place of residence. By comparing the tables in Appendix IV, D through I, Male-Each Item - All Residence and Female - Each Item - All Residence, on the three indications sought, there is a similar pattern developed. There is a noticeable difference between the amount of information female respondents received from "Reading" as compared with that of male respondents. The female respondents were appreciably higher than their male counterparts, but by the same token, there was quite a sizeable group of both sexes indicating "Reading" as not providing much information.

The breakdown of selection by residence indicates much the same type of distribution through the three questions of greatest, second and least information given by institutions listed. One note is seen and that is that for the information regarding the family living aspect of the survey there was an increase in the number who obtained information from "Reading" either as greatest or second source. This observation is particularly significant for the female over the male respondents.

The interviews, though designed along the same lines as the questionnaire, gave the interviewees much more latitude in the replies. As the thirty-one interviews are compared with the results of the questionnaires it was discovered that the replies were not much different in tone. Generalizing on the matter, where there was information regarding the relationship of the respondent to the family of orientation, there was a definite leaning toward the "Peer Group" for knowledge and relationships with the opposite sex. The same is true for the subject of dating. In engagement there seemed to be some mixed feelings and no clear line of where the most information came from. On marriage or the wedding, it became clear that for this category and for the category on the family much of the information was from the "Parents." In these items of family living the "Church" had little information to contribute except on the subject of the religious background of the couple. In short, the information obtained from the interviews was as near to the questionnaire replies as one could anticipate.

While the students were completing the questionnaire the author talked with the teachers regarding the background of the students. In most cases the picture was much the same. The backgrounds varied somewhat, but most of the respondents came from urban areas (104 males and 107 females). Most of the schools had some course work for the female population on the subject of marriage and family living, but there was little done for the male population. One small town high school indicated that the male population had the opportunity in the seventh grade of taking a course offered in the home economics department which gave basic information on the subject, but that nothing specifically was designed for this outside the home economics department after that except for the girls. Another small town high school -- in fact it could be described more as a "village" school -- had some information in the social studies department which used textbooks on the subject and this course work was open to all students. The large high schools included the subject material as a part in some social studies classes and some in sociology classes.

Items of Interest to Parents.

Sociologists have agreed that the main socializing agent for the child until the age of six is the home.[1] There is, however, some debate over this role of the family as the main socializing agent until adulthood of the children. One school of thought points toward the family as maintaining its socializing influence through adolescence, while the other indicates a break occurring when the child enters school at about age six. Doby, Boskoff and Pendelton indicate: "From that time [the birth of the child] until the last child assumes adult responsibility, the parents devote large amounts of their time and the resources of the family to the children."[1] Popenoe, on the other hand, indicates that at about age six, the socializing forces begin to shift from the home to other institutions and forces.[2] He goes on to explain that socialization never ceases through adulthood since there is constant adaptation which must be made to different situations.

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[1] David Popenoe, Sociology, (New York, Appleton-Century-Crofts, Educational Division of Meredith Corporation, 1971), p. 119.

Information regarding the subject of marriage and family living basically comes from the family as Table 24, page 61, indicates. Using the 20 per cent level as significant, only two items were indicated by respondents as not being among the "Greatest Source of Information." These are Item 5, "What to do on a date," (103 or 19.0%), and Item 8, "What attracts you to the opposite sex as a date," (66 or 12.2%).

The same two items were repeated in the "Least Source of Information" in Table 24, page 61, and to these is added Item 2, "Why date only a 'Steady'," (126 or 23.3%), and Item 4, "Selection of a dating partner," (118 or 21.8%).

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[1] Doby, Boskoff, and Pendelton, Sociology: The Study of Man in Adaptation, p. 202.

[2] Popenoe, Sociology, p. 119.

TABLE 24

INFORMATION FROM PARENTS

Item	GREATEST	LEAST
1. Knowledge of the opposite sex	133 24.5	103 19.0
2. Why date only a "Steady"	136 25.1	126 23.3
3. Conscious preparation for engagement	304 56.2	63 11.6
4. Selection of a dating partner	122 22.5	118 21.8
5. What to do on a date	103 19.0	135 25.0
6. Keeping your parents informed of whereabouts	439 81.0	24 4.4
7. Financing your dates	274 50.6	58 10.7
8. What attracts you to the opposite sex as a date	66 12.2	144 26.6
9. Who determines the number of dates you have per week	323 59.7	56 10.4
10. Length of dating period before engagement	247 45.7	73 13.5
11. Length of engagement before Marriage	248 45.8	64 11.8
12. Whether high school students should marry	255 47.1	72 13.3
13. Who should perform the wedding ceremony	238 44.0	38 7.0
14. Who has responsibility for the checking account	365 67.4	24 4.4
15. Ownership of all family property	422 78.0	15 2.7
16. The number of children a family should have	214 39.6	75 13.8
17. The bases of a successful marriage	247 45.7	59 10.9
18. Admission of contacts with the opposite sex to one's spouse	200 36.9	77 14.2
19. Religious background of couple	144 26.6	55 10.2
20. Who makes the really important decisions in family living	388 71.7	35 6.4
21. Your beliefs regarding racial intermarriage	189 34.9	71 13.1
22. Who should have the most power in the family	350 64.7	36 6.7
23. Who should make decisions which affect each member of the family	366 67.7	34 6.2
24. How to determine how much should be spent for basic expense items	351 64.9	35 6.4

TABLE 25

INFORMATION FROM PARENTS BY SEX

Item	GREATEST MALE	GREATEST FEMALE	LEAST MALE	LEAST FEMALE
1. Knowledge of the opposite sex	55 20.1	47 17.1	47 17.1	56 20.9
2. Why date only a "Steady"	69 25.2	59 21.5	59 21.5	67 25.1
3. Conscious preparation for engagement	158 57.6	29 10.6	29 10.6	34 12.7
4. Selection of a dating partner	49 17.8	65 23.7	65 23.7	53 19.8
5. What to do on a date	39 14.2	61 22.6	61 22.6	74 27.7
6. Keeping your parents informed of whereabouts	210 76.6	16 5.8	16 5.8	8 3.0
7. Financing your dates	161 58.7	20 7.3	20 7.3	38 14.2
8. What attracts you to the opposite sex as a date	33 12.0	67 24.4	67 24.4	77 28.8
9. Who determines the number of dates you have per week	131 47.8	36 13.1	36 13.1	20 7.5
10. Length of dating period before engagement	119 43.4	34 12.4	34 12.4	39 14.6
11. Length of engagement before marriage	123 44.9	28 10.2	28 10.2	36 13.5
12. Whether high school students should marry	136 49.6	26 9.5	26 9.5	46 17.2
13. Who should perform the wedding ceremony	126 45.9	14 5.1	14 5.1	24 9.0
14. Who has responsibility for the checking account	186 67.9	12 4.3	12 4.3	12 4.5
15. Ownership of all family property	216 78.8	7 2.6	7 2.6	8 3.0
16. The number of children a family should have	112 40.8	30 10.9	30 10.9	45 16.3
17. The bases of a successful marriage	139 50.7	22 8.0	22 8.0	37 13.8
18. Admission of contact with the opposite sex to one's spouse	97 35.4	34 12.4	34 12.4	43 16.1
19. Religious background of couple	69 25.2	25 9.1	25 9.1	30 11.2
20. Who makes the really important decisions in family living	206 75.2	18 6.5	18 6.5	17 6.3
21. Your beliefs regarding racial intermarriage	91 33.2	36 13.1	36 13.1	35 13.1
22. Who should have the most power in the family	189 68.9	9 3.3	9 3.3	27 10.1
23. Who should make decisions which affect each member of the family	191 69.7	15 5.4	15 5.4	19 7.1
24. How to determine how much should be spent for basic expense items	187 63.9	17 6.2	17 6.2	18 6.7

This represents the "Parents" as not contributing much to the knowledge the respondents had of selection of a dating partner and of the nature and purpose of dating.

Taken as a group, with the exception of "What attracts you to the opposite sex as a date," the "Parents" are providing information on marriage and family living at a significant level. Item 5, "What to do on a date," is near borderline (103 or 19.0%).

The evaluation of the data by sex presents a slightly different picture. Regarding Item 5, "What to do on a date," the male respondents indicated that in selecting the "Greatest Source of Information," only 39 or 14.2 per cent indicated the "Parents" as providing this information, while 64 or 23.9 per cent of the female respondents indicated that the "Parents" had provided them the greatest amount of information. Regarding Item 8, both sexes were about even in their selection of "Parents" as providing the greatest amount of information. A significant number of each sex indicated Items 2, 4, 5, and 8 as "Parents" providing the least amount of information. The female respondents also indicated that the "Parents" had provided the least amount of information regarding their knowledge of the opposite sex (56 or 20.9%).

In general, the respondents indicated that a significant amount of information regarding marriage and the family came from the parents. There are some differences when analyzed by sex, but the differences can be largely explained by the close relationship the individual has with the parent with whom they associate most closely.

One observation from the literature is that parents often fail to provide information because they either do not know "how" to present the information, or they do not have the information themselves.[1]

Items of Interest to the School

The school seems to have little effect upon the students on any item as the greatest source of information on issues involved in marriage and family living. The highest percentage scored was regarding Item 1, "Knowledge of the opposite sex," (80 or 14.8%), and Item 4, "Selection of a dating partner," (77 or 14.2%). When indicating selections of the "Least Source of Infomation," the students indicated five items at 20 per cent or more level. In Item 6, "Keeping your parents informed of whereabouts," the respondents selected the "School" 119 or 22 per cent of the time as providing the least information. As to Item 7, "Financing your dates," 109 or 20.0 per cent indicated that they had received little information from the school. One hundred, twelve or 20.7 per cent indicated that the school provided the least amount of information regarding Item 9, "Who determines the number of dates you have per week." The "Religious background of the couple," Item 19, was indicated by 133 or 24.5 per cent as the school providing the least amount of infor-

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[1] Williamson, Marriage and Family Relations, 6th ed., p. 449.

TABLE 26

INFORMATION FROM THE SCHOOL

Item	GREATEST	LEAST
1. Knowledge of the opposite sex	80 14.8	82 15.2
2. Why date only a "Steady"	68 12.5	82 15.2
3. Conscious preparation for engagement	36 6.7	106 19.6
4. Selection of a dating partner	77 14.2	105 19.4
5. What to do on a date	40 7.4	96 17.7
6. Keeping your parents informed of whereabouts	18 3.3	119 22.0
7. Financing your dates	34 6.2	109 20.0
8. What attracts you to the opposite sex as a date	66 12.2	95 17.6
9. Who determines the number of dates you have per week	26 4.8	112 20.7
10. Length of dating period before engagement	29 5.3	97 17.9
11. Length of engagement before Marriage	29 5.3	103 19.0
12. Whether high school students should marry	57 10.5	101 18.6
13. Who should perform the wedding ceremony	9 1.7	108 19.9
14. Who has responsibility for the checking account	27 5.0	93 17.2
15. Ownership of all family property	19 3.5	85 15.7
16. The number of children a family should have	33 6.1	104 19.2
17. The bases of a successful marriage	34 6.2	113 20.9
18. Admission of contacts with the opposite sex to one's spouse	35 6.4	85 15.7
19. Religious background of couple	21 3.9	133 24.5
20. Who makes the really important decisions in family living	16 3.0	93 17.2
21. Your beliefs regarding racial intermarriage	51 9.4	108 19.9
22. Who should have the most power in the family	19 3.5	104 19.2
23. Who should make decisions which affect each member of the family	20 3.7	94 17.3
24. How to determine how much should be spent for basic expense items	48 8.8	85 15.7

mation. This was the highest percentage noted in this category. Another item listed at the significant level was that of "The bases of a successful marriage." Here 113 or 20.9 per cent stated that the school had not provided them with much information. A check of Table 26, page 65, indicates that the school generally did not provide the greatest amount of information, nor was it selected as the institution providing the least amount.

Table 27, page 67, "Information from the School by Sex," indicates that male respondents did not select the school in any significant degree, nor did the males indicate significantly that the school had provided the least amount of information. Five items were selected by the female respondents as significantly providing information. They are:

16.	The number of children a family should have.	55 or 20.1%
17.	The bases of a successful marriage.	63 or 23.0%
19.	The religious background of couple.	66 or 24.0%
21.	Your beliefs regarding racial intermarriage.	64 or 23.3%
22.	Who should have the most power in the family.	58 or 21.1%

The selection of the institution providing the least amount of information also follows this pattern. The male respondents did not select the school a significant number of times. The female respondents, on the other hand, did indicate seven times where the school had not provided any or a very limited amount of information. Those items

TABLE 27

INFORMATION FROM THE SCHOOL BY SEX

Item	GREATEST		LEAST	
	MALE	FEMALE	MALE	FEMALE
1. Knowledge of the opposite sex	34 12.4	38 13.8	46 17.2	44 16.4
2. Why date only a "Steady"	37 13.5	35 12.7	31 11.6	47 17.6
3. Conscious preparation for engagement	11 4.0	54 19.7	25 9.3	52 19.4
4. Selection of a dating partner	45 16.4	52 18.9	32 12.0	53 19.8
5. What to do on a date	21 7.6	56 20.4	19 7.1	40 15.0
6. Keeping your parents informed of whereabouts	12 4.3	56 20.4	6 2.2	63 23.6
7. Financing your dates	15 5.4	52 18.9	19 7.1	57 21.3
8. What attracts you to the opposite sex as a date	39 14.2	41 14.9	27 10.1	54 20.2
9. Who determines the number of dates you have per week	15 5.4	47 17.1	11 4.1	65 24.3
10. Length of dating period before engagement	18 6.5	46 16.8	11 4.1	51 19.1
11. Length of engagement before marriage	14 5.1	48 17.5	15 5.6	55 20.6
12. Whether high school students should marry	30 10.9	55 20.1	27 10.1	46 17.2
13. Who should perform the wedding ceremony	5 1.8	52 18.9	4 1.5	56 20.9
14. Who has responsibility for the checking account	13 4.7	49 17.8	14 5.2	44 16.4
15. Ownership of all family property	7 2.6	39 14.2	12 4.5	46 17.2
16. The number of children a family should have	15 5.4	55 20.1	18 6.7	49 18.3
17. The bases of a successful marriage	13 4.7	63 23.0	21 7.8	50 18.7
18. Admission of contact with the opposite sex to one's spouse	22 8.0	45 16.4	13 4.8	40 15.0
19. Religious background of couple	9 3.3	66 24.0	12 4.5	67 25.1
20. Who makes the really important decisions in family living	4 1.5	46 16.8	12 4.5	47 17.6
21. Your beliefs regarding racial intermarriage	33 12.0	64 23.3	18 6.7	44 16.4
22. Who should have the most power in the family	10 3.6	58 21.1	9 3.3	46 17.2
23. Who should make decisions which affect each member of the family	11 4.0	44 16.0	9 3.3	50 18.7
24. How to determine how much should be spent for basic expense items	20 7.3	40 14.6	28 10.4	45 16.9

selected here with the totals and percentages are:

6. Keeping your parents informed of whereabouts. . . . . 63 or 23.6%
   [Here the female respondents also indicated significantly that the school had provided the greatest amount of information.]
7. Financing your dates. . . . . 57 or 21.3%
8. What attracts you to the opposite sex as a date. . . . . 54 or 20.2%
9. Who determines the number of dates you have per week. . . . 65 or 24.3%
11. Length of engagement before marriage. . . 55 or 20.6%
13. Who should perform the wedding ceremony . 56 or 20.9%
19. Religious background of couple. . . . . . 67 or 25.1%

A study of these items seems to indicate that the school has a long way to go in assisting in the instruction of young people regarding marriage and family living. Here is one place where the legal and economic aspects of the subject as well as the moral and spiritual could be brought together in a special area of the library or in a special room where students could at least read significant materials. The subjects here are only indicators of information which is needed and could be provided in an unbiased manner by the school.

Items of Interest to the Church

Wood has suggested that there is a relationship between the church and the family and that if the family is as important as the church says it is, the church ought to implement some sound and effective programs of education in

TABLE 28

INFORMATION FROM THE CHURCH

Item	GREATEST	LEAST
1. Knowledge of the opposite sex	2 0.3	159 34.9
2. Why date only a "Steady"	18 3.3	135 25.0
3. Conscious preparation for engagement	32 6.0	103 19.0
4. Selection of a dating partner	26 4.8	112 20.7
5. What to do on a date	7 1.3	143 26.4
6. Keeping your parents informed of whereabouts	15 2.7	97 17.9
7. Financing your dates	3 0.5	152 28.0
8. What attracts you to the opposite sex.	11 2.0	124 22.9
9. Who determines the number of dates you have per week	1 0.2	128 23.7
10. Length of dating period before engagement	14 2.6	139 25.7
11. Length of engagement before marriage	21 3.9	132 24.4
12. Whether high school students should marry	19 3.5	122 22.6
13. Who should perform the wedding ceremony	212 39.1	59 10.9
14. Who has responsibility for the checking account	7 1.3	123 22.7
15. Ownership of all family property	10 1.8	124 22.9
16. The number of children a family should have	22 4.0	122 22.6
17. The bases of a successful marriage	94 17.3	96 17.7
18. Admission of contacts with the opposite sex to one's spouse	49 9.0	115 21.2
19. Religious background of couple	270 49.9	52 9.6
20. Who makes the really imporant decisions in family living	20 3.7	101 18.6
21. Your beliefs regarding racial intermarriage	73 13.5	131 24.2
22. Who should have the most power in the family	40 7.4	113 20.8
23. Who should make decisions which affect each member of the family	30 5.5	102 18.8
24. How to determine how much should be spent for basic expense items	9 1.7	131 24.2

TABLE 29

INFORMATION FROM THE CHURCH BY SEX

Item	GREATEST		LEAST	
	MALE	FEMALE	MALE	FEMALE
1. Knowledge of the opposite sex	0 0.0	107 39.0	2 0.7	82 30.7
2. Why date only a "Steady"	13 4.7	74 27.0	5 1.8	61 22.8
3. Conscious preparation for engagement	15 6.5	47 17.1	14 5.2	56 20.9
4. Selection of a dating partner	8 2.9	62 22.6	18 6.7	50 18.7
5. What to do on a date	6 2.2	86 31.4	1 0.3	57 21.3
6. Keeping your parents informed of whereabouts	12 4.3	51 18.6	3 1.1	46 17.2
7. Financing your dates	2 0.7	84 30.6	1 0.3	69 25.8
8. What attracts you to the opposite sex.	3 1.1	67 24.4	8 3.0	57 21.3
9. Who determines the number of dates you have per week	0 0.0	75 27.3	1 0.3	53 19.8
10. Length of dating period before engagement	10 3.6	81 29.5	4 1.5	58 21.7
11. Length of engagement before marriage	15 5.4	85 31.0	6 2.2	47 17.6
12. Whether high school students should marry	10 3.6	66 24.0	9 3.3	56 20.9
13. Who should perform the wedding ceremony	103 37.6	32 11.6	109 40.8	27 10.1
14. Who has responsibility for the checking account	5 1.8	71 25.9	2 0.7	52 19.4
15. Ownership of all family property	7 2.6	80 29.2	3 1.1	44 16.4
16. The number of children a family should have	13 4.7	64 23.3	9 3.3	58 21.7
17. The bases of a successful marriage	43 15.7	54 19.7	51 19.1	42 15.7
18. Admission of contacts with the opposite sex to one's spouse	23 8.4	68 24.8	26 9.7	47 17.6
19. Religious background of couple	133 48.5	36 13.1	137 51.3	16 6.0
20. Who makes the really imporant decisions in family living	7 2.6	63 23.0	13 4.8	38 14.2
21. Your beliefs regarding racial intermarriage	34 12.4	66 24.0	39 14.6	65 24.3
22. Who should have the most power in the family	19 6.9	69 25.2	21 7.8	44 16.4
23. Who should make decisions which affect each member of the family	16 5.8	62 22.6	14 5.2	40 15.0
24. How to determine how much should be spent for basic expense items	5 1.8	74 27.0	4 1.5	57 21.3

the issues of marriage and family living.[1] An examination of Table 28, page 69, indicates that the respondents only selected two items as being significant. Item 13, "Who should perform the wedding ceremony," (212 or 39.1%) and Item 19, "Religious background of couple," (270 or 49.9%), are the only items thought to have been given much time by the church. All of the other items were low in the number of times selected as the "Greatest Source."

Looking at the column for the "Least Source" there were six items not considered significant. Item 3, "Conscious preparation for engagement," (103 or 19.0%); Item 6, "Keeping your parents informed of whereabouts," (97 or 17.9%); Item 13, "Who should perform the wedding ceremony," (59 or 10.9%); Item 19, "Religious background of couple," (52 or 9.6%); Item 20, "Who makes the really important decisions in family living." (101 or 18.6%); and Item 23, "Who should make decisions which affect each member of the family," (102 or 18.8%).

Turning to Table 29, page 70, the pattern is a bit changed when broken down by sex. The male respondents did not consider the church a significant institution responsible for giving information except on Item 13, "Who should perform the wedding ceremony," (103 or 37.6%), as compared with the female respondents who did not consider the church as significant on this item (32 or 11.6%). The second is

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[1] Wood, "Church Problems in Marriage Education," p. 171.

Item 19, "Religious background of couple," (133 or 48.5%), for the male respondent who considers the church more significant as the greatest source of information than the female (36 or 13.1%). Generally the female considered the church to have been a significant source of information except in the two instances mentioned above, and in Item 13, "Conscious preparation for engagement," (47 or 17.1%), and Item 6, "Keeping your parents informed of whereabouts," (51 or 18.6%).

The church as the source of least information is indicated in Table 28, page 69. Here the male respondents indicated the same two items as those they believed the church provided least information while the female respondents were more critical of the church since they significantly indicated the church as the least source of information in eleven of the twenty-four items.

All in all, it is observed that the significance of the church as a source of information is not high, yet there is some indication that the church does provide some information in a significant manner.

Reading as a Source of Information

The amount of literature being published today contains articles of a popular nature and of a technical professional nature on the subject of marriage and family living. In developing the questionnaire it was thought that some information would be necessary in this area as a choice

TABLE 30

READING AS A SOURCE OF INFORMATION

Item	Greatest		
	All	Male	Female
3. Conscious preparation for engagement	62 11.5	26 9.5	36 13.5
4. Selection of a dating partner	12 2.2	4 1.5	8 3.0
5. What to do on a date	39 7.2	16 5.8	23 8.6
7. Financing your date	38 7.0	9 3.3	29 10.8
8. What attracts you to the opposite sex as a date	50 9.2	23 8.4	27 10.1
13. Who should perform the wedding ceremony	13 2.4	8 2.9	5 1.8
14. Who has responsibility for the checking account	37 6.8	12 4.3	25 9.3
15. Ownership of all family property	27 5.0	11 4.0	16 6.0
17. The bases of a successful marriage	87 16.0	35 12.7	52 19.4
18. Admission of contacts with the opposite sex to one's spouse	72 13.3	32 11.6	40 15.0
19. Religious background of couple	32 6.0	15 5.4	17 6.3
20. Who makes the really important decisions in family living	32 6.0	14 5.1	18 6.7
22. Who should have the most power in the family	36 6.7	8 2.9	28 10.4
23. Who should make decisions which affect each member of the family	32 6.0	9 3.3	23 8.6
24. How to determine how much should be spent for basic expense items	54 10.0	21 7.6	33 12.3

TABLE 31

READING AS A SOURCE OF INFORMATION

Item	Least		
	All	Male	Female
3. Conscious preparation for engagement	114 21.0	56 20.1	58 21.7
4. Selection of a dating partner	105 19.4	38 13.8	67 25.1
5. What to do on a date	89 16.5	34 12.4	55 20.6
7. Financing your dates	102 18.9	56 20.4	46 17.2
8. What attracts you to the opposite sex as a date	96 17.7	56 20.4	40 15.0
13. Who should perform the wedding ceremony	133 24.5	69 25.2	64 23.9
14. Who has responsibility for the checking account	114 21.0	61 22.2	53 19.8
15. Ownership of all family property	120 22.2	54 19.7	66 24.7
17. The bases of a successful marriage	93 17.2	57 20.8	36 13.5
18. Admission of contacts with the opposite sex to one's spouse	109 20.0	58 21.1	51 19.1
19. Religious background of couple	123 22.7	69 25.2	54 20.2
20. Who makes the really important decisions in family living	124 22.9	67 24.4	57 21.3
22. Who should have the most power in the family	111 20.5	54 19.7	57 21.3
23. Who should make decisions which affect each member of the family	139 25.7	71 25.9	68 25.8
24. How to determine how much should be spent for basic expense items	108 19.9	49 17.8.	59 22.0

for the respondents. If we consult Table 30, page 73, we will find that "Reading" did not score high as a choice of where the respondents received the greatest amount of information. Taken as a group, or as a breakdown between the sexes, the same holds true. None of the items came through at the significant level.

When Table 31, page 74, is consulted as being the source of least information, the scoring is different. The items which showed any significance in either the "aa," "Male," or "Female" columns were included. Here five items appear as significant through each of the columns.

3. Conscious preparation for engagement.
13. Who should perform the wedding ceremony.
19. Religious background of the couple.
20. Who makes the really important decisions in family living.
23. Who should make decisions which affect each member of the family.

Others as a Source of Information

This category was intended to provide the respondents with a choice not given in the questionnaire. Upon collecting the questionnaires it was noted that most respondents had given a specific source for this category. The most common sources listed in this category were "Sisters," "Brothers," and one which brought some verbal search by the team, "Myself." This was interpreted by the respondents to mean that they had no way of telling just what particular source had provided the information, but that this was a combination of many sources and conclusions drawn by the respondent. In no item or category do we find any significant numbers indicating "Others" as the source of greatest information. The same is true for those who indicated "Others" as having provided the least amount of information. In all instances those responding to this category and to all items the level of significant response was less than 10 per cent.

CHAPTER V

CONCLUSIONS

The New England colonial family, in its socialization process, stressed discipline, training and impulse control. Along with this was the assumption that human nature was basically evil and needed to be kept under strict control. Today we have evidenced a change in the socialization of youth. Generally it is conceived that most young people are becoming capable of functioning as full adults in American society.[1]

This change follows along with the rapid development of the American society educationally, economically, and socially. The study here does show some trend toward a change from the socialization being done basically by the individual's family toward that of receiving impressive amount of information from one's peer group. However the information is interpreted, the family [parents] still remain as the basic informational center in most items.

Generally speaking, the greatest source of information on matters regarding the opposite sex is that of the peer group. Cox has commented on this:

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[1] Kenkel, The Family in Perspective, 3rd ed. pp. 262-265.

> Who told you the facts of life?
>
> Almost certainly it was not your mother or father. In all probability, your sex information came from someone your own age, a teen-age friend who took you aside and whispered about s-e-x.
>
> How much did you learn this way? Actually, not much. Basically you are ignorant about sex, no "matter how much experience you may have had.[1]

When it comes to getting to the matter of engagement and family living information, the scene shifts toward the home. The "Parents" are offering the most information on these subjects. In only one instance did it appear that there was a source which overshadowed the parents and that was in regard to the religious background of the couple. Here the "Church" came through as offering the most amount of information. The general attitude of youth regarding religion and the place it plays in family living is not considered as being critical as in former generations. This lessening of the strict adherence to likeness of religious preference of the couple is certainly a development over several generations. The information regarding the conduct of family business and decision-making in the family indicates that the respondents believed they had received most of their information from their parents. The second most informative group varied somewhat between the "Peer Group" and the "School" with few exceptions.

"Reading" was not a popular choice. In no item was there any significant number checking here as the source of greatest information. A look at the least informative source indicates that a significant number checked here quite often. Still, this is not too alarming. The female respondents checked "Reading" as their choice more often than their male counterparts, but not with any significant number.

---

[1] Claire Cox, The Upbeat Generation, (Englewood Cliffs, NJ., Prentice-Hall, Inc., 1962), p. 22.

The attitude of the student respondents was excellent. There was an interest in the subject material and after all questionnaires had been collected, there was an open discussion among the students regarding much of the information. The students are ready for some factual material on the subject from an unbiased point of view. Though much of the information the students had received was from the "Parents," the students believed it generally to be biased and somewhat "Old Foggy" in attitude. It appears that the students wanted more information.

Many schools permit married students to remain in school, in fact this question was answered by teachers indicating the married students in the classroom. As to pregnancy, married women are encouraged to remain in school as long as possible, but there seems to be some hesitancy to encourage them to remain for long. There is still some holdover from the time when pregnancy was looked upon as a reason for dismissal from school.

Another look at the hypothesis:

Students of senior high schools in Northeastern Indiana

> receive the information they possess on issues in marriage and family living primarily from the parents and only secondarily from the school and church.

In its basic form and from what has been learned from the data collected, it may be concluded that the data support the hypothesis. It may further be hypothesized that:

> There is a tendency for high school students in Northeastern Indiana to receive much of their information regarding dating from the peer group.

This would be supported on the basis that data show that the peer group is indicated more often than the parents on this subject, but that parents tend to receive a significant number of indications of greatest amount of information on dating. Basically, students indicated that a significant amount of their information on issues involved in marriage and family living came from the parents and their observations of family living.

CHAPTER VI

RECOMMENDATIONS FOR FURTHER STUDY

Reflections upon the findings of this study would recommend that the study be replicated in other areas of the United States. Whether the same results would be received is a matter of conjecture. More industrial areas could well bring results even more pointed toward the "Peer Group" as a main source of information on the subjects of the study.

It is recommended that for purposes of simplification, the categories of "Reading," "Other," and "No Answer," be deleted from the questionnaire. These seem to let the gate open just a bit too far for the respondent to answer too readily without thinking seriously. As the study would be replicated, it is possible that more questions could be added which are a bit more pointed. Another form that could be used would be to eliminate the "Second Source of Information." This may create a bit of confusion with the "Greatest Source."

The form of the questionnaire could also be given in two parts. Part I would seek to learn where the respondents had received the greatest amount of their information and Part II could secure responses regarding the sources offering the least amount of information. This would eliminate the necessity of placing numerals in the spaces. An answer sheet could be provided whereby the respondent would blacken in a space. If done accurately, this could then be machine read and cards punched.

Several other studies need to be completed beyond those already in the literature. These would explore the subject material of school programs more closely as to content and method of instruction. Studies to determine the lack of relevant information need to be done before designing more courses. This type of study would elicit information as to what the students believe about the subjects and then building around the desires of the student to learn accurate information. This could be a companion study to a longer study of the source of information. From these two studies correlations could be drawn which would provide more accurate conclusions as to the place of the traditional institutions of socialization in preparing young people for the roles in marriage and family living.

The "Church" fared poorly in this survey. More detailed studies could be made of church programs of instruction and youth programs to determine the feasibility as well as probability of such information being made available through churches.

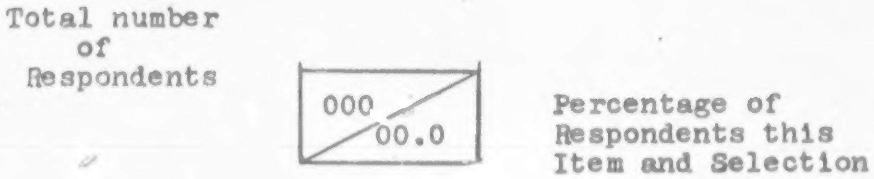
A comprehensive survey and study of the textbooks and other materials as audio-visual aids for schools and churches would be appropriate. Many local or county-wide programs in schools have been designed for short "quickie" courses. More intensive programs or courses need to be designed with effective teaching. The use of outside sources as physicians, public health officers, and social workers could possibly enhance the programs.

This research has indicated that parents must also be educated as to how to present the information to teenagers in a modern day. Some parents will have to learn the material accurately for the first time. These programs can be implemented through the public school's education program. Such implementation would begin to assist those teaching to acquaint the parents with some of the problems of youth not seen in the home and to which the parents could address themselves in helping the teen-ager adjust to complex living.

Taken as an over-all approach, much needs to be done in this area to educate youth and adults alike in order to bring a healthy family relation to future generations.

APPENDIX

The Appendix contains two sections. The first is that of the instruments used in the research and the second consists of the compilations of the findings in charts. To read the charts one will note that under each heading and for each item there are boxes which are divided diagonally with the total figure of respondents to that particular item and selection and the figure below the diagonal is a percentage figure.


Total number of Respondents
000
00.0
Percentage of Respondents this Item and Selection

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B-2 Second Information - Male - All Residence
B-3 Least Information - Male - All Residence

C-1 Greatest Information - Female - All Residence
C-2 Second Information - Female - All Residence
C-3 Least Information - Female - All Residence

D-1 Greatest Information - Male - Urban
D-2 Greatest Information - Male - Suburban
D-3 Greatest Information - Male - Rural
D-4 Greatest Information - Male - Farm

E-1 Second Information - Male - Urban
E-2 Second Information - Male - Suburban
E-3 Second Information - Male - Rural
E-4 Second Information - Male - Farm

F-1 Least Information - Male - Urban
F-2 Least Information - Male - Suburban
F-3 Least Information - Male - Rural
F-4 Least Information - Male - Farm

G-1 Greatest Information - Female - Urban
G-2 Greatest Information - Female - Suburban
G-3 Greatest Information - Female - Rural
G-4 Greatest Information - Female - Farm

H-1 Second Information - Female - Urban
H-2 Second Information - Female - Suburban
H-3 Second Information - Female - Rural
H-4 Second Information - Female - Farm

I-1 Least Information - Female - Urban
I-2 Least Information - Female - Suburban
I-3 Least Information - Female - Rural
I-4 Least Information - Female - Farm

Huntington College

HUNTINGTON, INDIANA 46750

Department of Sociology

Dear Student:

Your cooperation in completing this questionnaire is deeply appreciated. You are contributing immeasureably to the subject of Marriage and Family Living. Your honest answers will do much to assist in the development of the problem of how you received your information and to indicate where there are needs in this important subject.

There will be nothing in your replies which can be used in any way that will reveal your identity. The confidentiality of your participation is closely guarded.

Thank you for your cooperation,

Robert E. Shoup

Robert E. Shoup
Associate Professor of Sociology

MARRIAGE AND FAMILY LIFE QUESTIONNAIRE

There is probably no subject that has a more universal base for discussion than marriage and the manner of living as a family. Your ideas and/or beliefs about these two areas of American life are of importance. The source of your information is also very important, so please ANSWER ALL QUESTIONS. This is not a test but a survey of ideas or beliefs. There are no "Right" or "Wrong" answers. Record what you actually believe rather than what you may think is wanted or what you think you ought to believe.

As you answer this questionnaire you are not to sign your name or place it on the pages at any place. This is to ensure the anonymity of your name. No one will know who completed this questionnaire.

There is certain information which is vital to the study and you are asked to check the following information about yourself.

0.1 ☐ Male   0.2 ☐ Female

Check below the class you are in school:

0.3 ☐ Freshman (9th grade)   0.4 ☐ Sophomore (10th grade)

0.5 ☐ Junior (11th grade)   0.6 ☐ Senior (12th grade)

Check below the type of community in which you live:

0.7 ☐ Urban (City)   0.8 ☐ Suburban

0.9 ☐ Rural (Non-farm)   0.0 ☐ Farm

PART I   SOURCE OF INFORMATION

What you know about the dating-engagement-marriage sequence or whatever ideas you have developed about the sequence has been formed from information provided you. Look at each item listed below and indicate the sources of your information in the boxes which most closely correspond to your own.

Place a "1" in the box which indicates the source of greatest information; a "2" in the box which indicates the source of next greatest information; and a "3" in the box which indicates the source of the LEAST amount of information.

There are no "Right" or "Wrong" answers. Answer ALL questions according to your knowledge of the subject of the question.

DO NOT PLACE YOUR NAME ANY PLACE ON THE QUESTIONNAIRE!

EXAMPLE:

0.1 3	0.2 ☐	0.3 ☐	0.4 2	0.5 ☐	0.6 1	Determines the number of years in school

- -

1. Where I got most of my information
2. The next greatest amount of information
3. Where I got the least amount of information

Parents	School	Church	Peer Group	Reading	Other - (Specify Below)	
1.1 ☐	1.2 ☐	1.3 ☐	1.4 ☐	1.5 ☐	1.6 ☐	Knowledge of the opposite sex
2.1 ☐	2.2 ☐	2.3 ☐	2.4 ☐	2.5 ☐	2.6 ☐	Why date only a "Steady"
3.1 ☐	3.2 ☐	3.3 ☐	3.4 ☐	3.5 ☐	3.6 ☐	Conscious preparation for engagement-marriage
4.1 ☐	4.2 ☐	4.3 ☐	4.4 ☐	4.5 ☐	4.6 ☐	Selection of a dating partner

1. Where I got most of my information
2. The next greatest amount of information
3. Where I got the least amount of information

Parents	School	Church	Peer Group	Reading	Other (Specify below)	
5.1 ☐	5.2 ☐	5.3 ☐	5.4 ☐	5.5 ☐	5.6 ☐	What to do on a date
6.1 ☐	6.2 ☐	6.3 ☐	6.4 ☐	6.5 ☐	6.6 ☐	Keeping parents informed of whereabouts
7.1 ☐	7.2 ☐	7.3 ☐	7.4 ☐	7.5 ☐	7.6 ☐	Financing your dates
8.1 ☐	8.2 ☐	8.3 ☐	8.4 ☐	8.5 ☐	8.6 ☐	What attracts you to the opposite sex as a date
9.1 ☐	9.2 ☐	9.3 ☐	9.4 ☐	9.5 ☐	9.6 ☐	Who determines the number of dates you have per week
10.1 ☐	10.2 ☐	10.3 ☐	10.4 ☐	10.5 ☐	10.6 ☐	Length of dating period before engagement
11.1 ☐	11.2 ☐	11.3 ☐	11.4 ☐	11.5 ☐	11.6 ☐	Length of engagement period before marriage
12.1 ☐	12.2 ☐	12.3 ☐	12.4 ☐	12.5 ☐	12.6 ☐	Whether high school students should marry
13.1 ☐	13.2 ☐	13.3 ☐	13.4 ☐	13.5 ☐	13.6 ☐	Who should perform the wedding ceremony
14.1 ☐	14.2 ☐	14.3 ☐	14.4 ☐	14.5 ☐	14.6 ☐	Who has responsibility for checking account
15.1 ☐	15.2 ☐	15.3 ☐	15.4 ☐	15.5 ☐	15.6 ☐	Ownership of all family property
16.1 ☐	16.2 ☐	16.3 ☐	16.4 ☐	16.5 ☐	16.6 ☐	The number of children a family should have

1. Where I got most of my information
2. The next greatest amount of information
3. Where I got the least amount of information

Parents	School	Church	Peer Group	Reading	Other (Specify below)	
17.1 ☐	17.2 ☐	17.3 ☐	17.4 ☐	17.5 ☐	17.6 ☐	The bases of a successful marriage
18.1 ☐	18.2 ☐	18.3 ☐	18.4 ☐	18.5 ☐	18.6 ☐	Admission of contacts with opposite sex to one's spouse.
19.1 ☐	19.2 ☐	19.3 ☐	19.4 ☐	19.5 ☐	19.6 ☐	Religious background of couple
20.1 ☐	20.2 ☐	20.3 ☐	20.4 ☐	20.5 ☐	20.6 ☐	Who makes the really important decisions in family living
21.1 ☐	21.2 ☐	21.3 ☐	21.4 ☐	21.5 ☐	21.6 ☐	Your beliefs regarding racial intermarriage
22.1 ☐	22.2 ☐	22.3 ☐	22.4 ☐	22.5 ☐	22.6 ☐	Who should have the most power in the family
23.1 ☐	23.2 ☐	23.3 ☐	23.4 ☐	23.5 ☐	23.6 ☐	Who should make the decisions which affect each member of the family
24.1 ☐	24.2 ☐	24.3 ☐	24.4 ☐	24.5 ☐	24.6 ☐	How to determine how much should be spent for basic items of expense

If you believe that there are other items which are important in the preparation for marriage and family living, please write these in below or on the opposite page.

Huntington College

HUNTINGTON, INDIANA 46750

MARRIAGE AND FAMILY LIFE INTERVIEW SCHEDULE

Directions to Interviewer: You will be using this form which is similar to the questionnaire except that you may need to make suggestions as to possible answers. These suggestions are to be made only when the interviewee is unable to make an answer. You will actually seek two answers: 1) What do you believe about. . ?; and 2) Who ar what has influenced you in forming this opinion or idea? (How did you come to this belief or opinion?)

1. Dating is an American custom among young people and consists of several stages. There is the "Casual" or "Playing the field" stage; the "Steady" dating stage; and the "Serious" stage. Will you please explain what you think the purpose or reason for each stage is?

    1.1 Casual:

    1.2 Steady:

    1.3 Serious:

    How did you come to these ideas?

    1.4 Casual:

    1.5 Steady:

    1.6 Serious:

2. Date Selection:

    2.1 There are many factors involved in how or why you select a certain person for a date. Explain how you determine who you are to date.

    2.2 Explain who or what determines who you refuse to date.

    2.3 When you are on a date, explain who makes the decisions of what you are going to do on that date.

3. Do you think it is important to keep your parents informed of your whereabouts when you are on a date?

☐ Yes ☐ No ☐ Varies

How did you determine this opinion? Who or what influenced you?

4. How do you believe dates should be financed? Explain how you were influenced in forming this opinion.

5. Explain what you usually do on a date. Where do you go? What do you do? What do you do after (on the way home)? What influenced this idea?

6. What attracted you to the person you are now dating? What determined this type of decision?

7. On the average, how many dates do you have each week; say for the past six months

☐ Less than one ☐ 1 - 3 ☐ 4 - 6 ☐ more than 6

8. How long do you think a couple should be acquainted before they become engaged?

☐ 1 - 3 mos. ☐ 4 - 6 mos. ☐ 7 - 9 mos.

☐ 10 - 12 mos ☐ longer than one year.

Influence on this opinion?

9. How long do you believe a couple should be engaged before they get married?

☐ 1 - 3 mos. ☐ 4 - 6 mos. ☐ 7 - 9 mos.

☐ 10 - 12 mos. ☐ longer than one year.

Influence on this opinion?

10. Do you believe high school students should be permitted to marry and continue in school?

☐ Yes ☐ No Influence?

11. Who do you think should perform the wedding ceremony?

What influenced this idea?

12. The family should have a bank checking account. How should this account be listed (In whose name(s) should it be)?

How did you form this idea?

13. Who should be listed as the legal owner of the family property?

Where have you received your information?

14. Who should determine the number of children in the family?

Why do you believe this?

15. List as many characteristics for a successful marriage as you can and tell why you believe they are essential.

What source(s) of information do you have for this list?

16. Should a husband and wife be honest with each other regarding the contacts they have with the opposite sex other than each other?

Explain how you formed this idea.

17. Should the couple be of the same or different religious background or persuasion?

What has influenced you to form this opinion?

18. Who should have the responsibility to make ALL the major and minor decisions for the family?

How did you come to form this belief?

19. What do you believe regarding interracial marriages? Would you marry a person of another race?

What has influenced you to form this idea?

20. Who should have the most "power" or "dominance" in the family?

Where did you get your material for this belief?

Huntington College

HUNTINGTON, INDIANA 46750

Dear . . . ,

Have you ever wondered where high school students get the ideas they have on the subject of marriage and family living.

Huntington College is cooperating with me in a study for my doctoral dissertation at Walden University designed to secure information as to where students receive the information they do have on the subject of marriage and family living. This study is projected for the fifteen counties in northeastern Indiana, and is under the direction of Dr. Robert Pitcher, a faculty member of Walden University. Dr. Pitcher is the co-founder and director of The Educational Development Center, a program concentrating on the development of academic potential in college students.

The first task is to obtain information from high school students in the area. Your school is one of fifteen high schools selected at random. A questionnaire will be administered to students of a sociology, social studies, or a study hall class during a regular class session (about forty or fifty minutes). At the same time high school students will be interviewed on the same basic material and I shall talk with the teacher on the material covered in the questionnaire. I shall be assisted in this project by upper classmen of the college from the departments of sociology, psychology and education.

Your school is being asked to participate in this program during the months of October and November 1973. Your contribution will be highly valued and will lend significantly to the outcome of the study. Your identity and the identity of the high school will be held in strict confidence at all times in considering the data. I will then summarize the data from the questionnaire and interviews and forward the results of the findings to you upon your request.

A copy of the questionnaire is enclosed for your information only. Additional copies will be available when the program is conducted.

Your cooperation in completing and returning the enclosed questionnaire for permission as to date and time of administration in your school is deeply appreciated. Please use the enclosed envelope for your return of the enclosure.

For Huntington College
Watson S. Custer
Dean of the College

Very respectfully yours,
Robert E. Shoup
Associate Professor, Sociology
Doctoral Fellow

MARRIAGE AND FAMILY LIVING INFORMATION SOURCE

SURVEY QUESTIONNAIRE PERMISSION

Name of High School ____________________

Address of High School ____________________

____

Name of High School Principal ____________________

Telephone Number of the High School (   ) ____________________
area code

Directions: Circle either YES or NO in response to the following questions:

YES NO 1. Would your school be willing to cooperate in the questionnaire and interview sessions of about forty or fifty minutes (one class session)? If the answer is YES please indicate:

First Choice Second Choice

Date ____________________

Time ____________________

No. of Students ____________________

YES NO 2. Would you like to receive a copy of the findings of the study when completed?

____
Signature

PLEASE RETURN IN THE ENCLOSED ENVELOPE

APPENDIX A-1

GREATEST INFORMATION - ALL ITEMS - ALL RESIDENCE N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	133 24.5	80 14.8	2 0.3	226 41.7	58 10.7	42 7.7	0 0.0
2. Why date only a "Steady"	136 25.1	68 12.5	18 3.3	232 42.9	27 5.0	51 9.4	9 1.7
3. Conscious preparation for engagement	304 56.2	36 6.7	32 6.0	76 14.0	62 11.5	26 4.8	5 0.9
4. Selection of a dating partner	122 22.5	77 14.2	26 4.8	220 46.6	12 2.2	82 15.1	2 0.3
5. What to do on a date	103 19.0	40 7.4	7 1.3	289 53.4	39 7.2	62 11.5	1 0.2
6. Keeping your parents informed of whereabouts	439 81.0	18 3.3	15 2.7	36 6.7	10 1.8	21 3.9	2 0.3
7. Financing your dates	274 50.6	34 6.2	3 0.5	119 22.0	38 7.0	65 12.0	8 1.5
8. What attracts you to the opposite sex as a date	66 12.2	66 12.2	11 2.0	246 45.4	50 9.2	98 18.1	4 0.7
9. Who determines the number of dates you have per week	323 59.7	26 4.8	1 0.2	50 9.2	5 0.9	130 24.0	6 1.1
10. Length of dating period before engagement	247 45.7	29 5.3	14 2.5	71 13.1	38 7.0	135 25.0	7 1.3
11. Length of engagement before Marriage	248 45.8	29 5.3	21 3.9	63 11.6	38 7.0	134 24.8	8 1.5
12. Whether high school students should marry	255 47.1	57 10.5	19 3.5	93 17.2	51 9.4	60 11.1	6 1.1
13. Who should perform the wedding ceremony	238 44.0	9 1.7	212 39.1	26 4.8	13 2.4	37 6.8	6 1.1
14. Who has responsibility for the checking account	365 67.4	27 5.0	7 1.3	32 6.0	37 6.8	64 11.8	9 1.7
15. Ownership of all family property	422 78.0	19 3.5	10 1.8	20 3.7	27 5.0	31 5.7	12 2.2
16. The number of children a family should have	214 39.6	33 6.1	22 4.0	57 10.5	99 18.3	111 20.5	5 0.9
17. The bases of a successful marriage	247 45.7	34 6.2	94 17.3	33 6.1	87 16.0	42 7.7	4 0.7
18. Admission of contacts with the opposite sex to one's spouse	200 36.9	35 6.4	49 9.0	115 21.3	72 13.3	50 9.2	20 3.7
19. Religious background of couple	144 26.6	21 3.9	270 49.9	34 6.3	32 6.0	33 6.1	7 1.3
20. Who makes the really important decisions in family living	388 71.7	16 3.0	20 3.7	40 7.4	32 6.0	37 6.8	8 1.5
21. Your beliefs regarding racial intermarriage	189 34.9	51 9.4	73 13.5	81 14.9	81 14.9	59 10.9	7 1.3
22. Who should have the most power in the family	350 64.7	19 3.5	40 7.4	55 10.2	36 6.7	36 6.7	5 0.9
23. Who should make decisions which affect each member of the family	366 67.7	20 3.7	30 5.5	42 7.7	32 6.0	41 7.5	10 1.8
24. How to determine how much should be spent for basic expense items	351 [illegible]	[illegible] 8.8	9 1.7	29 5.3	54 10.0	39 7.2	11 2.0

APPENDIX A-2

SECOND INFORMATION - ALL ITEMS - ALL RESIDENCE

N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	123 22.7	148 27.4	17 3.0	110 20.3	118 21.8	21 3.9	4 0.7
2. Why date only a "Steady"	119 22.0	145 26.8	35 6.4	122 22.6	84 15.5	22 4.0	14 2.5
3. Conscious preparation for engagement	91 16.8	107 19.8	102 18.8	120 22.0	84 15.5	26 4.8	11 2.0
4. Selection of a dating partner	154 28.5	120 22.0	39 7.2	149 27.5	46 8.5	23 4.3	10 1.8
5. What to do on a date	153 28.3	110 20.3	35 6.4	116 21.4	93 17.2	31 5.7	3 0.5
6. Keeping your parents informed of whereabouts	43 7.9	150 27.7	11 20.3	139 25.7	62 11.5	27 5.0	10 1.8
7. Financing your dates	133 24.5	97 17.9	14 2.5	191 35.3	64 11.8	28 5.2	14 2.5
8. What attracts you to the opposite sex as a date	130 24.0	121 22.3	39 7.2	133 24.5	92 17.0	17 3.0	9 1.7
9. Who determines the number of dates you have per week	113 20.9	154 28.5	32 5.9	145 26.8	39 7.2	40 7.4	18 3.3
10. Length of dating period before engagement	146 27.0	85 15.7	64 11.8	147 27.2	70 12.9	14 2.5	15 2.7
11. Length of engagement before marriage	148 27.3	82 15.0	69 12.7	136 25.1	67 12.4	26 4.8	13 2.4
12. Whether high school students should marry	128 23.5	138 25.5	75 13.8	111 20.5	61 11.3	16 3.0	12 2.2
13. Who should perform the wedding ceremony	213 39.4	41 7.6	155 28.7	61 11.3	35 6.4	24 4.4	12 2.2
14. Who has responsibility for the checking account	97 17.9	129 23.8	42 7.7	114 21.0	99 18.3	37 6.8	23 4.3
15. Ownership of all family property	63 11.6	123 22.7	66 12.2	115 21.3	103 19.0	45 8.3	26 4.8
16. The number of children a family should have	137 25.3	81 15.0	95 17.6	87 16.0	103 19.0	23 4.3	15 2.7
17. The bases of a successful marriage	146 27.0	95 17.6	109 20.1	75 13.8	84 15.5	21 3.9	11 2.0
18. Admission of contacts with the opposite sex to one's spouse	105 19.4	85 15.7	81 15.0	125 23.1	96 17.7	21 3.9	28 5.2
19. Religious background of couple	229 42.3	53 9.8	127 23.5	57 10.5	50 9.2	10 1.8	15 2.7
20. Who makes the really important decisions in family living	87 16.0	94 17.4	121 22.3	104 19.2	97 17.9	27 5.0	11 2.0
21. Your beliefs regarding racial intermarriage	126 23.3	95 17.6	91 16.8	113 20.8	85 15.7	15 2.7	16 3.0
22. Who should have the most power in the family	99 18.3	96 17.7	104 19.2	120 22.1	80 14.8	30 5.5	12 2.2
23. Who should make decisions which affect each member of the family	90 16.6	113 20.9	99 18.3	125 23.1	77 14.2	21 3.9	16 3.0
24. How to determine how much should be spent for basic expense items	103 19.0	123 22.7	42 7.7	111 20.5	120 22.1	26 4.8	16 3.0

APPENDIX A-3

LEAST INFORMATION - ALL ITEMS - ALL RESIDENCE

N = 541

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	103 19.0	82 15.2	189 34.9	52 9.6	88 16.3	24 4.4	3 0.5
2. Why date only a "Steady"	126 23.3	82 15.2	135 25.0	55 10.2	100 18.5	28 5.2	15 2.7
3. Conscious preparation for engagement	63 11.6	106 19.6	103 19.0	116 21.4	114 21.0	28 5.2	11 2.0
4. Selection of a dating partner	118 21.8	105 19.4	112 20.7	65 12.0	105 19.4	27 5.0	9 1.7
5. What to do on a date	135 25.0	96 17.7	143 26.4	53 9.8	89 16.5	20 3.7	5 0.9
6. Keeping your parents informed of whereabouts	24 4.4	119 22.0	97 17.9	145 26.8	107 19.8	38 7.0	11 2.0
7. Financing your dates	58 10.7	109 20.0	152 28.0	74 13.7	102 18.9	32 6.0	14 2.5
8. What attracts you to the opposite sex.	144 26.6	95 17.6	124 22.9	47 8.7	96 17.7	26 4.8	9 1.7
9. Who determines the number of dates you have per week	56 10.4	112 20.7	128 23.7	107 19.8	83 15.3	31 5.7	24 4.4
10. Length of dating period before engagement	73 13.5	97 17.9	139 25.7	119 22.0	74 13.7	23 4.3	16 3.0
11. Length of engagement before marriage	64 11.8	103 19.0	132 24.4	122 22.6	80 14.8	19 3.5	21 3.9
12. Whether high school students should marry	72 13.3	101 18.6	122 22.6	119 22.0	96 17.7	17 3.1	14 2.5
13. Who should perform the wedding ceremony	38 7.0	108 19.9	59 10.9	144 26.6	133 24.5	45 8.3	14 2.5
14. Who has responsibility for the checking account	24 4.4	93 17.2	123 22.7	119 22.0	114 21.0	40 7.4	28 5.2
15. Ownership of all family property	15 2.7	85 15.7	124 22.9	132 24.4	120 22.2	42 7.7	23 4.3
16. The number of children a family should have	75 13.8	104 19.2	122 22.6	113 20.9	81 14.9	32 6.0	14 2.5
17. The bases of a successful marriage	59 10.9	113 20.9	96 17.7	136 25.1	93 17.2	31 5.7	13 2.4
18. Admission of contacts with the opposite sex to one's spouse	77 14.2	85 15.7	115 21.2	88 16.2	109 20.0	34 6.2	33 6.1
19. Religious background of couple	55 10.2	133 24.5	52 9.6	122 22.5	123 22.7	40 7.4	16 3.0
20. Who makes the really imporant decisions in family living	35 6.4	93 17.2	101 18.6	127 23.4	124 22.9	42 7.7	19 3.5
21. Your beliefs regarding racial intermarriage	71 13.1	108 19.9	131 24.2	104 19.2	82 15.2	30 5.5	15 2.7
22. Who should have the most power in the family	36 6.7	104 19.2	113 20.8	127 23.4	111 20.5	35 6.4	15 2.7
23. Who should make decisions which affect each member of the family	34 6.2	94 17.3	102 18.8	116 21.4	139 25.7	40 7.4	16 3.0
24. How to determine how much should be spent for basic expense items	35 6.4	85 15.7	131 24.2	118 21.8	108 19.9	50 9.2	14 2.5

APPENDIX B-1

GREATEST INFORMATION - MALE - EACH ITEM - ALL RESIDENCE

N = 274

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	55 20.1	34 12.4	0 0.0	123 44.9	29 10.6	33 12.0	0 0.0
2. Why date only a "Steady"	69 25.2	37 13.5	13 4.7	102 37.2	13 4.7	34 12.4	6 2.2
3. Conscious preparation for engagement	158 57.6	11 4.0	18 6.5	38 13.8	26 9.5	19 6.9	4 1.5
4. Selection of a dating partner	49 17.8	45 16.4	8 2.9	112 40.8	4 1.5	54 19.7	2 0.7
5. What to do on a date	39 14.2	21 7.6	6 2.2	151 55.1	16 5.8	40 14.6	1 0.3
6. Keeping your parents informed of whereabouts	210 76.6	12 4.3	12 4.3	20 7.3	6 2.2	13 4.7	1 0.3
7. Financing your dates	161 58.7	15 5.4	2 0.7	43 15.7	9 3.3	42 15.3	2 0.7
8. What attracts you to the opposite sex as a date	33 12.0	39 14.2	3 1.1	119 43.4	23 8.4	54 19.7	3 1.1
9. Who determines the number of dates you have per week	131 47.8	15 5.4	0 0.0	34 12.4	2 0.7	88 32.1	4 1.5
10. Length of dating period before engagement	119 43.4	18 6.5	10 3.6	36 13.1	19 6.9	67 24.5	5 1.8
11. Length of engagement before marriage	123 44.9	14 5.1	15 5.4	35 12.7	19 6.9	63 23.0	5 1.8
12. Whether high school students should marry	136 49.6	30 10.9	10 3.6	43 15.7	21 7.6	30 10.9	4 1.5
13. Who should perform the wedding ceremony	126 45.9	5 1.8	103 37.6	17 6.2	8 2.9	13 4.7	2 0.7
14. Who has responsibility for the checking account	186 67.9	13 4.7	5 1.8	22 8.0	12 4.3	32 11.6	4 1.5
15. Ownership of all family property	216 78.8	7 2.6	7 2.6	14 5.1	11 4.0	16 5.8	3 1.1
16. The number of children a family should have	112 40.8	15 5.4	13 4.7	33 12.0	46 16.8	53 19.3	2 0.7
17. The bases of a successful marriage	139 50.7	13 4.7	43 15.7	19 6.9	35 12.7	23 8.4	2 0.7
18. Admission of contact with the opposite sex to one's spouse	97 35.4	22 8.0	23 8.4	67 24.4	32 11.6	23 8.4	10 3.6
19. Religious background of couple	69 25.2	9 3.3	133 48.5	26 9.5	15 5.4	16 5.8	6 2.2
20. Who makes the really important decisions in family living	206 75.2	4 1.5	7 2.6	24 8.7	14 5.1	14 5.1	5 1.8
21. Your beliefs regarding racial intermarriage	91 33.2	33 12.0	34 12.4	44 16.0	36 13.1	31 11.3	5 1.8
22. Who should have the most power in the family	189 68.9	10 3.6	19 6.9	29 10.6	8 2.9	16 5.8	3 1.1
23. Who should make decisions which affect each member of the family	191 69.7	11 4.0	16 5.8	25 9.1	9 3.3	17 6.2	5 1.8
24. How to determine how much should be spent for basic expense items	189 68.9	20 7.3	5 1.8	17 6.2	21 7.6	16 5.8	6 2.2

APPENDIX B-2

SECOND INFORMATION - MALE - EACH ITEM - ALL RESIDENCE

N = 274

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	65 23.7	81 24.5	11 4.0	45 16.4	62 22.6	8 2.9	2 0.7
2. Why date only a "Steady"	53 19.3	80 29.2	21 7.6	66 24.0	38 13.9	7 2.6	9 3.3
3. Conscious preparation for engagement	37 13.5	65 23.7	62 22.6	52 18.9	40 14.6	11 4.0	7 2.6
4. Selection of a dating partner	70 25.5	76 27.7	12 4.3	75 27.3	24 8.7	11 4.0	6 2.2
5. What to do on a date	82 29.9	62 22.6	6 2.2	60 21.9	48 17.5	14 5.1	2 0.7
6. Keeping your parents informed of whereabouts	25 9.1	86 31.4	56 20.4	65 23.7	22 8.0	13 4.7	7 2.6
7. Financing your dates	67 24.4	46 16.8	9 3.3	104 37.9	24 8.7	19 6.0	5 1.8
8. What attracts you to the opposite sex as a date	60 21.9	62 22.6	20 7.3	70 25.5	47 17.1	9 3.3	6 2.2
9. Who determines the number of dates you have per week	74 27.0	76 27.7	18 6.5	66 24.0	14 5.1	15 5.4	11 4.0
10. Length of dating period before engagement	80 29.2	52 18.9	32 11.6	63 23.0	30 10.9	7 2.6	10 3.6
11. Length of engagement before marriage	77 28.1	50 18.2	33 12.0	59 21.5	34 12.4	13 4.7	8 2.9
12. Whether high school students should marry	63 23.0	71 25.9	42 15.3	48 17.5	33 12.0	10 3.6	7 2.6
13. Who should perform the wedding ceremony	107 39.0	29 10.6	85 31.0	29 10.6	11 4.0	9 3.3	4 1.5
14. Who has responsibility for the checking account	48 17.5	74 27.0	26 9.5	56 20.4	40 14.6	18 6.5	12 4.3
15. Ownership of all family property	32 11.6	76 27.7	41 14.9	46 16.8	43 15.7	25 9.1	11 4.0
16. The number of children a family should have	72 26.2	51 18.6	44 16.0	46 16.8	43 15.7	11 4.0	7 2.6
17. The bases of a successful marriage	77 28.1	50 18.2	61 22.6	41 14.9	28 10.2	11 4.0	6 2.2
18. Admission of contact with the opposite sex to one's spouse	49 17.8	48 17.5	55 20.1	52 18.9	42 15.3	12 4.3	16 5.8
19. Religious background of couple	120 43.8	37 13.5	56 20.4	29 10.6	15 5.4	7 2.6	10 3.6
20. Who makes the really important decisions in family living	33 12.0	56 20.4	67 24.4	53 19.3	41 14.9	17 6.2	7 2.6
21. Your beliefs regarding racial intermarriage	61 22.6	53 19.3	49 17.8	60 21.9	33 12.0	9 3.3	9 3.3
22. Who should have the most power in the family	44 16.0	55 20.1	53 19.3	60 21.9	37 13.5	20 7.3	5 1.8
23. Who should make decisions which affect each member of the family	38 13.8	69 25.2	51 18.6	61 22.6	38 13.8	9 3.3	8 2.9
24. How to determine how much should be spent for basic expense items	40 14.6	74 27.0	25 9.1	56 20.4	54 19.7	17 6.2	8 2.9

APPENDIX B-3

LEAST INFORMATION - MALE - EACH ITEM - ALL RESIDENCE

N = 274

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	47 17.1	38 13.8	107 39.0	29 10.6	39 14.2	13 4.7	1 0.3
2. Why date only a "Steady"	59 21.5	35 12.7	74 27.0	38 13.8	48 17.5	11 4.0	9 3.3
3. Conscious preparation for engagement	29 10.6	54 19.7	47 17.1	67 24.4	56 20.4	14 5.1	7 2.6
4. Selection of a dating partner	65 23.7	52 18.9	62 22.6	37 13.5	38 13.8	15 5.4	5 1.8
5. What to do on a date	62 22.6	56 20.4	86 31.4	26 9.5	34 12.4	9 3.3	2 0.7
6. Keeping your parents informed of whereabouts	16 5.8	56 20.4	51 18.6	70 25.5	54 19.7	20 7.3	7 2.6
7. Financing your dates	20 7.3	52 18.9	84 30.6	43 15.7	56 20.4	15 5.4	4 1.5
8. What attracts you to the opposite sex as a date	67 24.4	41 14.9	67 24.4	23 8.4	56 20.4	14 5.1	6 2.2
9. Who determines the number of dates you have per week	36 13.1	47 17.1	75 27.3	48 17.5	42 15.3	15 5.4	11 4.0
10. Length of dating period before engagement	34 12.4	46 16.8	81 29.5	56 20.4	35 12.7	11 4.0	11 4.0
11. Length of engagement before marriage	28 10.2	48 17.5	85 31.0	56 20.4	34 12.4	11 4.0	12 4.3
12. Whether high school students should marry	26 9.5	55 20.1	66 24.0	65 23.7	47 17.2	7 2.6	8 2.9
13. Who should perform the wedding ceremony	14 5.1	52 18.9	32 11.6	75 27.3	69 25.2	26 9.5	6 2.2
14. Who has responsibility for the checking account	12 4.3	49 17.8	71 25.9	48 17.5	61 22.2	21 7.6	12 4.3
15. Ownership of all family property	7 2.6	39 14.2	80 29.2	67 24.2	54 19.7	18 6.5	9 3.3
16. The number of children a family should have	30 10.9	55 20.1	64 23.3	61 22.6	42 15.3	16 5.8	6 2.2
17. The bases of a successful marriage	22 8.0	63 23.0	54 19.7	56 20.4	57 20.8	16 5.8	6 2.2
18. Admission of contact with the opposite sex to one's spouse	34 12.4	45 16.4	68 24.8	33 12.0	58 21.1	20 7.3	16 5.8
19. Religious background of couple	25 9.1	66 24.0	36 13.1	51 18.6	69 25.2	18 6.5	9 3.3
20. Who makes the really important decisions in family living	18 6.5	46 16.8	63 23.0	45 16.4	67 24.4	23 8.4	12 4.3
21. Your beliefs regarding racial intermarriage	36 13.1	64 23.3	66 24.0	37 13.5	44 16.0	18 6.5	9 3.3
22. Who should have the most power in the family	9 3.3	58 21.1	69 25.2	59 21.5	54 19.7	20 7.3	5 1.8
23. Who should make decisions which affect each member of the family	15 5.4	44 16.0	62 22.6	51 18.6	71 25.9	23 8.4	8 2.9
24. How to determine how much should be spent for basic expense items	17 6.2	40 14.6	74 27.0	62 22.6	49 17.8	25 9.1	7 2.6

APPENDIX C-1

GREATEST INFORMATION - FEMALE - EACH ITEM - ALL RESIDENCE

N = 267

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	78 29.2	46 17.2	2 0.7	103 38.5	29 10.8	9 3.3	0 0.0
2. Why date only a "Steady"	67 25.1	31 11.6	5 1.8	130 48.7	14 5.2	17 6.3	3 1.1
3. Conscious preparation for engagement	146 54.7	25 9.3	14 5.2	38 14.2	36 13.5	7 2.6	1 0.3
4. Selection of a dating partner	73 27.3	32 12.0	18 6.7	108 40.4	8 3.0	28 10.4	0 0.0
5. What to do on a date	64 23.9	19 7.1	1 0.3	138 51.7	23 8.6	22 8.2	0 0.0
6. Keeping your parents informed of whereabouts	229 85.7	6 2.2	3 1.1	16 6.0	4 1.5	8 3.0	1 0.3
7. Financing your dates	113 42.3	19 7.1	1 0.3	76 28.4	29 10.8	23 8.6	6 2.2
8. What attracts you to the opposite sex as a date	33 12.3	27 10.1	8 3.0	127 47.5	27 10.1	44 16.4	1 0.3
9. Who determines the number of dates you have per week	192 71.9	11 4.1	1 0.3	16 6.0	3 1.1	42 15.7	2 0.7
10. Length of dating period before engagement	128 47.9	11 4.1	4 1.5	35 13.1	19 7.1	69 25.8	2 0.7
11. Length of engagement before marriage	125 46.8	15 5.6	6 2.2	28 10.4	19 7.1	71 26.6	3 1.1
12. Whether high school students should marry	119 44.5	27 10.1	9 3.3	50 18.7	30 11.2	30 11.2	2 0.7
13. Who should perform the wedding ceremony	112 41.9	4 1.5	109 40.8	9 3.3	5 1.8	24 9.0	4 1.5
14. Who has responsibility for the checking account	179 67.0	14 5.2	2 0.7	10 3.7	25 9.3	32 12.0	5 1.8
15. Ownership of all family property	206 77.1	12 4.5	3 1.1	6 2.2	16 6.0	15 5.6	9 3.3
16. The number of children a family should have	102 38.2	18 6.7	9 3.3	24 9.0	53 19.8	58 21.7	3 1.1
17. The bases of a successful marriage	108 40.4	21 7.8	51 19.1	14 5.2	52 19.4	19 7.1	2 0.7
18. Admission of contact with the opposite sex to one's spouse	103 38.5	13 4.8	26 9.7	48 17.9	40 15.0	27 10.1	10 3.7
19. Religious background of couple	75 28.1	12 4.5	137 51.3	8 3.0	17 6.3	17 6.3	1 0.3
20. Who makes the really important decisions in family living	182 68.1	12 4.5	13 4.8	16 6.0	18 6.7	23 8.6	3 1.1
21. Your beliefs regarding racial intermarriage	98 36.7	18 6.7	39 14.6	37 13.8	45 16.8	28 10.4	2 0.7
22. Who should have the most power in the family	161 60.3	9 3.3	21 7.8	26 9.7	28 10.4	20 7.5	2 0.7
23. Who should make decisions which affect each member of the family	175 65.5	9 3.3	14 5.2	17 6.3	23 8.6	24 9.0	5 1.8
24. How to determine how much should be spent for basic expense items	162 60.6	28 10.4	4 1.5	12 4.5	33 12.3	23 8.6	5 1.8

APPENDIX C-2

SECOND INFORMATION - FEMALE - EACH ITEM - ALL RESIDENCE N = 267

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	58 21.7	67 25.1	6 2.2	65 24.3	56 20.9	13 4.9	2 0.7
2. Why date only a "Steady"	66 24.7	65 24.3	14 5.2	56 20.9	46 17.2	15 5.6	5 1.8
3. Conscious preparation for engagement	54 20.2	42 15.7	40 15.0	68 25.5	44 16.4	15 5.6	4 1.5
4. Selection of a dating partner	84 31.4	44 16.4	27 10.1	74 27.7	22 8.2	12 4.5	4 1.5
5. What to do on a date	71 26.6	48 17.9	29 10.8	56 20.9	45 16.8	17 6.3	1 0.7
6. Keeping your parents informed of whereabouts	18 6.7	64 23.9	54 20.2	74 27.7	40 15.0	14 5.2	3 1.1
7. Financing your dates	66 24.7	51 19.1	5 1.8	87 32.6	40 15.0	9 3.3	9 3.3
8. What attracts you to the opposite sex as a date	70 26.2	59 22.0	19 7.1	63 23.6	45 16.8	8 3.0	3 1.1
9. Who determines the number of dates you have per week	39 14.6	78 29.2	14 5.2	79 29.6	25 9.3	25 9.3	7 2.6
10. Length of dating period before engagement	66 24.7	33 12.3	32 12.0	84 31.4	40 15.0	7 2.6	5 1.8
11. Length of engagement before marriage	71 26.6	32 12.0	36 13.5	77 28.8	33 12.3	13 4.8	5 1.8
12. Whether high school students should marry	65 24.3	67 25.1	33 12.3	63 23.6	28 10.4	6 2.2	5 1.8
13. Who should perform the wedding ceremony	106 39.7	12 4.5	70 26.2	32 12.0	24 9.0	15 5.6	8 3.0
14. Who has responsibility for the checking account	49 18.3	55 20.6	16 6.0	58 21.7	59 22.0	19 7.1	11 4.1
15. Ownership of all family property	31 11.6	47 17.6	25 9.3	69 25.8	60 22.4	20 7.5	15 5.6
16. The number of children a family should have	65 24.3	30 11.2	51 19.1	41 15.3	60 22.4	12 4.5	8 3.0
17. The bases of a successful marriage	69 25.8	45 16.8	48 17.9	34 12.7	56 20.9	10 3.7	5 1.8
18. Admission of contact with the opposite sex to one's spouse	56 20.9	37 13.8	26 9.7	73 27.3	54 20.2	9 3.3	12 4.5
19. Religious background of couple	109 40.8	16 6.0	71 26.6	28 10.4	35 13.1	3 1.1	5 1.8
20. Who makes the really important decisions in family living	54 20.2	38 14.2	54 20.2	51 19.1	56 20.9	10 3.7	4 1.5
21. Your beliefs regarding racial intermarriage	65 24.3	42 15.7	42 15.7	53 19.8	52 19.4	6 2.2	7 2.6
22. Who should have the most power in the family	55 20.6	41 15.3	51 19.1	60 22.4	43 16.1	10 3.7	7 2.6
23. Who should make decisions which affect each member of the family	52 19.4	44 16.4	48 17.9	64 23.9	39 14.6	12 4.5	8 3.0
24. How to determine how much should be spent for basic expense items	63 23.6	49 18.3	17 6.3	55 20.6	66 24.7	9 3.3	8 3.0

APPENDIX C-3

LEAST INFORMATION - FEMALE - EACH ITEM - ALL RESIDENCE

N = 267

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	56 20.9	44 16.4	82 30.7	23 8.6	49 18.3	11 4.1	2 0.7
2. Why date only a "Steady"	67 25.1	47 17.6	61 22.8	17 6.3	52 19.4	17 6.3	6 2.2
3. Conscious preparation for engagement	34 12.7	52 19.4	56 20.9	49 18.3	58 21.7	14 5.2	4 1.5
4. Selection of a dating partner	53 19.8	53 19.8	50 18.7	28 10.4	67 25.1	12 4.5	4 1.5
5. What to do on a date	74 27.7	40 15.0	57 21.3	27 10.1	55 20.6	11 4.1	3 1.1
6. Keeping your parents informed of whereabouts	8 3.0	63 23.6	46 17.2	75 28.1	53 19.8	18 6.7	4 1.5
7. Financing your dates	38 14.2	57 21.3	68 25.5	31 11.6	46 17.2	17 6.3	10 3.7
8. What attracts you to the opposite sex as a date	77 28.8	54 20.2	57 21.3	24 9.0	40 15.0	12 4.5	3 1.1
9. Who determines the number of dates you have per week	20 7.5	65 24.3	53 19.8	59 22.0	41 15.3	16 6.0	13 4.8
10. Length of dating period before engagement	39 14.6	51 19.1	58 21.7	63 23.6	39 14.6	12 4.5	5 1.8
11. Length of engagement before marriage	36 13.5	55 20.6	47 17.6	66 24.7	46 17.2	8 3.0	9 3.3
12. Whether high school students should marry	46 17.2	46 17.2	56 20.9	54 20.2	49 18.3	10 3.7	6 2.2
13. Who should perform the wedding ceremony	24 9.0	56 20.9	27 10.1	69 25.8	64 23.9	19 7.1	8 3.0
14. Who has responsibility for the checking account	12 4.5	44 16.4	52 19.4	71 26.6	53 19.8	19 7.1	16 6.0
15. Ownership of all family property	8 3.0	46 17.2	44 16.4	65 24.3	66 24.7	24 9.0	14 5.2
16. The number of children a family should have	45 16.8	49 18.3	58 21.7	52 19.4	39 14.6	16 6.0	8 3.0
17. The bases of a successful marriage	37 13.8	50 18.7	42 15.7	80 29.9	36 13.5	15 5.6	7 2.6
18. Admission of contact with the opposite sex to one's spouse	43 16.1	40 15.0	47 17.6	55 20.6	51 19.1	14 5.2	17 6.3
19. Religious background of couple	30 11.2	67 25.1	16 6.0	71 26.6	54 20.2	22 8.2	7 2.6
20. Who makes the really important decisions in family living	17 6.3	47 17.6	38 14.2	82 30.7	57 21.3	19 7.1	7 2.6
21. Your beliefs regarding racial intermarriage	35 13.1	44 16.4	65 24.3	67 25.1	38 14.2	12 4.5	6 2.2
22. Who should have the most power in the family	27 10.1	46 17.2	44 16.4	68 25.5	57 21.3	15 5.6	10 3.7
23. Who should make decisions which affect each member of the family	19 7.1	50 18.7	40 15.0	65 24.3	68 25.5	17 6.3	8 3.0
24. How to determine how much should be spent for basic expense items	18 6.7	45 16.8	57 21.3	56 20.9	59 22.0	25 9.3	7 2.6

APPENDIX D-1

GREATEST INFORMATION - MALE - URBAN

N = 104

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	25 24.0	8 7.6	0 0.0	47 45.1	9 8.6	15 14.4	0 0.0
2. Why date only a "Steady"	26 25.0	14 13.4	5 4.8	40 38.4	3 2.8	15 14.4	1 0.9
3. Conscious preparation for engagement	59 56.7	4 3.8	10 9.6	13 12.5	11 10.5	6 5.7	1 0.9
4. Selection of a dating partner	14 13.4	12 11.5	0 0.0	51 49.0	0 0.0	25 24.0	2 1.9
5. What to do on a date	8 7.6	8 7.6	2 1.9	62 59.6	3 2.8	21 20.1	0 0.0
6. Keeping your parents informed of whereabouts	80 76.9	2 1.9	5 4.8	9 8.6	1 0.9	7 6.7	0 0.0
7. Financing your dates	65 62.5	2 1.9	0 0.0	18 17.3	0 0.0	18 17.3	1 0.9
8. What attracts you to the opposite sex as a date	14 13.4	14 13.4	1 0.9	47 45.1	4 3.8	24 23.0	0 0.0
9. Who determines the number of dates you have per week	47 45.1	2 1.9	0 0.0	16 15.3	0 0.0	38 36.5	1 0.9
10. Length of dating period before engagement	48 46.1	4 3.8	3 2.8	16 15.3	3 2.8	28 26.9	2 1.9
11. Length of engagement before marriage	49 47.1	2 1.9	6 5.7	15 14.4	6 5.7	24 23.0	2 1.9
12. Whether high school students should marry	49 47.1	10 9.6	4 3.8	20 19.2	4 3.8	15 14.4	2 1.9
13. Who should perform the wedding ceremony	49 47.1	2 1.9	39 37.5	6 5.7	1 0.9	6 5.7	1 0.9
14. Who has responsibility for the checking account	71 68.2	5 4.8	3 2.8	9 8.6	3 2.8	13 12.5	0 0.0
15. Ownership of all family property	80 76.9	4 3.8	2 1.9	6 5.7	5 4.8	6 5.7	1 0.9
16. The number of children a family should have	44 42.3	4 3.8	4 3.8	11 10.5	17 16.3	22 21.1	2 1.9
17. The bases of a successful marriage	51 49.0	2 1.9	18 17.3	11 10.5	14 13.4	8 7.6	0 0.0
18. Admission of contact with the opposite sex to one's spouse	37 35.5	6 5.7	6 5.7	29 27.8	15 14.4	7 6.7	4 3.8
19. Religious background of couple	26 25.0	4 3.8	47 45.1	12 11.5	6 5.7	8 7.6	1 0.9
20. Who makes the really important decisions in family living	78 75.0	2 1.9	4 3.8	9 8.6	3 2.8	7 6.7	1 0.9
21. Your beliefs regarding racial intermarriage	26 25.0	12 11.5	12 11.5	21 20.1	16 15.3	16 15.3	1 0.9
22. Who should have the most power in the family	67 64.4	2 1.9	10 9.6	16 15.3	1 0.9	8 2.6	0 0.0
23. Who should make decisions which affect each member of the family	71 68.2	4 3.8	9 8.6	11 10.5	1 0.9	7 6.7	1 0.9
24. How to determine how much should be spent for basic expense items	71 68.2	8 7.6	2 1.9	5 4.8	8 7.6	9 8.6	1 0.9

APPENDIX D-2

GREATEST INFORMATION - MALE - SUBURBAN

N = 24

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	4 16.6	1 4.1	0 0.0	13 54.1	4 16.6	2 8.3	0 0.0
2. Why date only a "Steady"	8 33.3	3 12.5	0 0.0	8 33.3	1 4.1	3 12.5	1 4.1
3. Conscious preparation for engagement	17 70.8	2 8.3	0 0.0	1 4.1	2 8.3	2 8.3	0 0.0
4. Selection of a dating partner	2 8.3	2 8.3	0 0.0	12 50.0	1 4.1	7 29.1	0 0.0
5. What to do on a date	4 16.6	1 4.1	0 0.0	13 54.1	1 4.1	5 20.8	0 0.0
6. Keeping your parents informed of whereabouts	19 79.1	2 8.3	0 0.0	1 4.1	1 4.1	1 4.1	0 0.0
7. Financing your dates	13 54.1	0 0.0	0 0.0	4 16.6	1 4.1	6 25.0	0 0.0
8. What attracts you to the opposite sex as a date	3 12.5	0 0.0	0 0.0	11 45.8	3 12.5	7 29.1	0 0.0
9. Who determines the number of dates you have per week	10 41.6	0 0.0	0 0.0	2 8.3	1 4.1	11 45.8	0 0.0
10. Length of dating period before engagement	9 37.5	0 0.0	0 0.0	3 12.5	4 16.6	8 33.3	0 0.0
11. Length of engagement before marriage	8 33.3	0 0.0	0 0.0	4 16.6	3 12.5	9 37.5	0 0.0
12. Whether high school students should marry	13 54.1	4 16.6	0 0.0	2 8.3	2 8.3	3 12.5	0 0.0
13. Who should perform the wedding ceremony	9 37.5	0 0.0	12 50.0	0 0.0	1 4.1	2 8.3	0 0.0
14. Who has responsibility for the checking account	17 70.8	2 8.3	0 0.0	3 12.5	0 0.0	2 8.3	0 0.0
15. Ownership of all family property	18 75.0	1 4.1	2 8.3	1 4.1	1 4.1	1 4.1	0 0.0
16. The number of children a family should have	8 33.3	2 8.3	4 16.6	3 12.5	2 8.3	5 20.8	0 0.0
17. The bases of a successful marriage	8 33.3	3 12.5	6 25.0	2 8.3	2 8.3	2 8.3	1 4.1
18. Admission of contact with the opposite sex to one's spouse	6 25.0	3 12.5	3 12.5	6 25.0	1 4.1	2 8.3	3 12.5
19. Religious background of couple	3 12.5	0 0.0	16 66.6	2 8.3	0 0.0	1 4.1	2 8.3
20. Who makes the really important decisions in family living	16 66.6	1 4.1	0 0.0	4 16.6	0 0.0	1 4.1	2 8.3
21. Your beliefs regarding racial intermarriage	10 41.6	2 8.3	2 8.3	2 8.3	3 12.5	2 8.3	3 12.5
22. Who should have the most power in the family	16 66.6	2 8.3	2 8.3	0 0.0	1 4.1	1 4.1	2 8.3
23. Who should make decisions which affect each member of the family	15 62.5	0 0.0	3 12.5	2 8.3	1 4.1	1 4.1	2 8.3
24. How to determine how much should be spent for basic expense items	15 62.5	0 0.0	0 0.0	1 4.1	5 20.8	1 4.1	2 8.3

APPENDIX D-3

GREATEST INFORMATION - MALE - RURAL

N = 84

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	13 15.4	13 15.4	0 0.0	36 42.8	10 11.9	12 14.3	0 0.0
2. Why date only a "Steady"	23 27.4	9 10.7	5 6.0	29 34.5	6 7.1	10 11.9	2 2.4
3. Conscious preparation for engagement	49 58.3	1 1.2	4 4.7	12 14.3	7 8.3	9 10.7	2 2.4
4. Selection of a dating partner	22 26.2	11 13.1	4 4.7	30 35.7	1 1.2	16 19.0	0 0.0
5. What to do on a date	14 16.6	5 6.0	3 3.5	42 50.0	9 10.7	10 11.9	1 1.2
6. Keeping your parents informed of whereabouts	65 77.4	3 3.5	4 4.7	5 6.0	3 3.5	4 4.7	0 0.0
7. Financing your dates	45 53.5	8 9.5	0 0.0	15 17.8	2 2.4	13 15.4	1 1.2
8. What attracts you to the opposite sex as a date	11 13.1	11 13.1	0 0.0	33 39.3	13 15.4	13 15.4	3 3.5
9. Who determines the number of dates you have per week	41 48.8	8 9.5	0 0.0	8 9.5	1 1.2	25 29.7	1 1.2
10. Length of dating period before engagement	28 33.3	9 10.7	5 6.0	11 13.1	9 10.7	21 25.0	1 1.2
11. Length of engagement before marriage	36 42.8	7 8.3	6 7.1	9 10.7	7 8.3	18 21.4	1 1.2
12. Whether high school students should marry	41 48.8	12 14.3	4 4.7	8 9.5	10 11.9	8 9.5	1 1.2
13. Who should perform the wedding ceremony	39 46.4	2 2.4	28 33.3	6 7.1	4 4.7	4 4.7	1 1.2
14. Who has responsibility for the checking account	56 66.6	3 3.5	1 1.2	5 6.0	6 7.1	12 14.3	1 1.2
15. Ownership of all family property	65 77.4	2 2.4	2 2.4	4 4.7	5 6.0	5 6.0	1 1.2
16. The number of children a family should have	35 41.6	4 4.7	2 2.4	10 11.9	18 21.4	15 17.8	0 0.0
17. The bases of a successful marriage	48 57.1	4 4.7	9 10.7	3 3.5	12 14.3	8 9.5	0 0.0
18. Admission of contact with the opposite sex to one's spouse	30 35.7	9 10.7	9 10.7	18 21.4	9 10.7	8 9.5	1 1.2
19. Religious background of couple	22 26.2	4 4.7	42 50.0	7 8.3	5 6.0	4 4.7	0 0.0
20. Who makes the really important decisions in family living	63 75.0	0 0.0	3 3.5	6 7.1	8 9.5	3 3.5	1 1.2
21. Your beliefs regarding racial intermarriage	35 41.6	14 16.6	13 15.4	9 10.7	7 8.3	6 7.1	0 0.0
22. Who should have the most power in the family	57 67.8	4 4.7	6 7.1	9 10.7	3 3.5	4 4.7	1 1.2
23. Who should make decisions which affect each member of the family	58 69.0	5 6.0	2 2.4	7 8.3	4 4.7	6 7.1	2 2.4
24. How to determine how much should be spent for basic expense items	58 69.0	7 8.3	3 3.5	5 6.0	6 7.1	3 3.5	2 2.4

APPENDIX D-4

GREATEST INFORMATION - MALE - FARM

N = 62

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	13 20.9	12 19.3	0 0.0	27 43.5	6 9.6	4 6.4	0 0.0
2. Why date only a "Steady"	12 19.3	11 17.7	3 4.8	25 40.3	3 4.8	6 9.6	2 3.2
3. Conscious preparation for engagement	33 53.2	4 6.4	4 6.4	12 19.3	6 9.6	2 3.2	1 1.6
4. Selection of a dating partner	11 17.7	20 32.2	4 6.4	19 30.6	2 3.2	6 9.6	0 0.0
5. What to do on a date	13 20.9	6 9.6	1 1.6	34 54.8	3 4.8	4 6.4	0 0.0
6. Keeping your parents informed of whereabouts	46 74.2	5 8.0	3 4.3	5 8.0	1 1.6	1 1.6	1 1.6
7. Financing your dates	38 61.3	5 8.0	2 3.2	6 9.6	6 9.6	5 8.0	0 0.0
8. What attracts you to the opposite sex as a date	5 8.0	14 22.5	2 3.2	28 45.1	3 4.8	10 16.1	0 0.0
9. Who determines the number of dates you have per week	33 53.2	5 8.0	0 0.0	8 12.9	0 0.0	14 22.5	2 3.2
10. Length of dating period before engagement	34 54.8	5 8.0	2 3.2	6 9.6	3 4.8	10 16.1	2 3.2
11. Length of engagement before marriage	30 48.4	5 8.0	3 4.8	7 11.3	3 4.8	12 19.3	2 3.2
12. Whether high school students should marry	33 53.2	4 6.4	2 3.2	13 20.9	5 8.0	4 6.4	1 1.6
13. Who should perform the wedding ceremony	29 46.7	1 1.6	24 38.7	5 8.0	2 3.2	1 1.6	0 0.0
14. Who has responsibility for the checking account	42 67.7	3 4.8	1 1.6	5 8.0	3 4.8	5 8.0	3 4.8
15. Ownership of all family property	53 85.5	0 0.0	1 1.6	3 4.8	0 0.0	4 6.4	1 1.6
16. The number of children a family should have	25 40.3	5 8.0	3 4.8	9 14.5	9 14.5	11 17.7	0 0.0
17. The bases of a successful marriage	32 51.6	4 6.4	10 16.1	3 4.8	7 11.3	5 8.0	1 1.6
18. Admission of contact with the opposite sex to one's spouse	24 38.7	4 6.4	5 8.0	14 22.5	7 11.3	6 9.6	2 3.2
19. Religious background of couple	18 29.0	1 1.6	28 45.1	5 8.0	4 6.4	3 4.8	3 4.8
20. Who makes the really important decisions in family living	49 79.0	1 1.6	0 0.0	5 8.0	3 4.8	3 4.8	1 1.6
21. Your beliefs regarding racial intermarriage	20 32.2	5 8.0	7 11.3	12 19.3	10 16.1	7 11.3	1 1.6
22. Who should have the most power in the family	49 79.0	2 3.2	1 1.6	4 6.4	3 4.8	3 4.8	0 0.0
23. Who should make decisions which affect each member of the family	47 75.8	2 3.2	2 3.2	5 8.0	3 4.8	3 4.8	0 0.0
24. How to determine how much should be spent for basic expense items	45 72.6	5 8.0	0 0.0	6 9.6	2 3.2	3 4.8	1 1.6

APPENDIX E-1

SECOND GENERATION - MALE - URBAN

N = 104

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	19 18.2	27 25.9	4 3.8	21 20.1	26 25.0	6 5.7	1 0.9
2. Why date only a "Steady"	21 20.1	31 29.8	4 3.8	28 26.9	16 15.3	1 0.9	3 2.8
3. Conscious preparation for engagement	13 12.5	22 21.1	23 22.1	22 21.1	13 12.5	9 8.6	2 1.9
4. Selection of a dating partner	28 26.9	32 30.7	3 2.8	25 24.0	10 9.6	3 2.8	3 2.8
5. What to do on a date	36 34.6	23 22.1	1 0.9	21 20.1	19 18.2	3 2.8	1 0.9
6. Keeping your parents informed of whereabouts	8 7.6	33 31.7	19 18.2	27 25.9	11 10.5	4 3.8	2 1.9
7. Financing your dates	22 21.1	16 15.3	4 3.8	45 43.2	11 10.5	4 3.8	2 1.9
8. What attracts you to the opposite sex as a date	19 18.2	22 21.1	6 5.7	28 26.9	25 24.0	3 2.8	1 0.9
9. Who determines the number of dates you have per week	26 25.0	36 34.6	4 3.8	23 22.1	6 5.7	5 4.8	4 3.8
10. Length of dating period before engagement	28 26.9	19 18.2	14 13.4	22 21.1	14 13.4	3 2.8	4 3.8
11. Length of engagement before marriage	25 24.0	19 18.2	10 9.6	23 22.1	18 17.3	5 4.8	4 3.8
12. Whether high school students should marry	25 24.0	22 21.1	13 12.5	20 19.2	15 14.4	5 4.8	4 3.8
13. Who should perform the wedding ceremony	38 36.5	13 12.5	29 27.8	15 14.4	4 3.8	4 3.8	1 0.9
14. Who has responsibility for the checking account	22 21.1	20 19.2	9 8.6	25 24.0	15 14.4	9 8.6	4 3.8
15. Ownership of all family property	13 12.5	28 26.9	12 11.5	16 15.3	16 15.3	15 14.4	4 3.8
16. The number of children a family should have	24 23.0	20 19.2	14 13.4	22 21.1	17 16.3	4 3.8	3 2.8
17. The bases of a successful marriage	33 31.7	20 19.2	23 22.1	12 11.5	11 10.5	4 3.8	1 0.9
18. Admission of contact with the opposite sex to one's spouse	13 12.5	18 17.3	20 19.2	25 24.0	15 14.4	7 6.7	6 5.7
19. Religious background of couple	42 40.3	17 16.3	25 24.0	8 7.6	6 5.7	3 2.8	3 2.8
20. Who makes the really important decisions in family living	16 15.3	14 13.4	25 24.0	24 23.0	14 13.4	10 9.6	1 0.9
21. Your beliefs regarding racial intermarriage	25 24.0	24 23.0	17 16.3	17 16.3	14 13.4	5 4.8	2 1.9
22. Who should have the most power in the family	21 20.1	22 21.1	17 16.3	20 19.2	15 14.4	9 8.6	0 0.0
23. Who should make decisions which affect each member of the family	16 15.3	25 24.0	16 15.3	24 23.0	17 16.3	4 3.8	2 1.9
24. How to determine how much should be spent for basic expense items	16 15.3	30 28.8	7 6.7	21 20.1	23 22.1	6 5.7	1 0.9

APPENDIX E-2

SECOND INFORMATION - MALE - SUBURBAN

N = 24

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	7 29.1	10 41.6	1 4.1	1 4.1	4 16.6	0 0.0	1 4.1
2. Why date only a "Steady"	2 8.3	6 25.0	2 8.3	7 29.1	6 25.0	0 0.0	1 4.1
3. Conscious preparation for engagement	1 4.1	9 37.5	6 25.0	3 12.5	5 20.8	0 0.0	0 0.0
4. Selection of dating partner	9 37.5	7 29.1	1 4.1	7 29.1	0 0.0	0 0.0	0 0.0
5. What to do on a date	13 54.1	5 20.8	1 4.1	4 16.6	1 4.1	0 0.0	0 0.0
6. Keeping your parents informed of whereabouts	3 12.5	7 29.1	7 29.1	6 25.0	1 4.1	0 0.0	0 0.0
7. Financing your dates	8 33.3	2 8.3	1 4.1	9 37.5	2 8.3	2 8.3	0 0.0
8. What attracts you to the opposite sex as a date	10 41.6	4 16.6	1 4.1	6 25.0	3 12.5	0 0.0	0 0.0
9. Who determines the number of dates you have per week	9 37.5	5 20.8	1 4.1	4 16.6	2 8.3	3 12.5	0 0.0
10. Length of dating period before engagement	10 41.6	5 20.8	0 0.0	6 25.0	1 4.1	2 8.3	0 0.0
11. Length of engagement before marriage	11 45.8	3 12.5	1 4.1	4 16.6	3 12.5	2 8.3	0 0.0
12. Whether high school students should marry	5 20.8	8 33.3	5 20.8	4 16.6	0 0.0	2 8.3	0 0.0
13. Who should perform the wedding ceremony	10 41.6	1 4.1	10 41.6	2 8.3	0 0.0	1 4.1	0 0.0
14. Who has responsibility for the checking account	2 8.3	10 41.6	2 8.3	4 16.6	4 16.6	2 8.3	0 0.0
15. Ownership of all family property	2 8.3	7 29.1	5 20.8	3 12.5	5 20.8	2 8.3	0 0.0
16. The number of children a family should have	7 29.1	5 20.8	3 12.5	2 8.3	7 29.1	0 0.0	0 0.0
17. Bases of a successful marriage	10 41.6	4 16.6	3 12.5	0 0.0	6 25.0	0 0.0	1 4.1
18. Admission of contact with the opposite sex to on's spouse	6 25.0	2 8.3	2 8.3	3 12.5	7 29.1	0 0.0	4 16.6
19. Religious background of couple	16 66.6	0 0.0	3 12.5	3 12.5	0 0.0	1 4.1	1 4.1
20. Who makes the really important decisions in family living	3 12.5	5 20.8	6 25.0	1 4.1	6 25.0	2 8.3	1 4.1
21. Your beliefs regarding racial intermarriage	3 12.5	4 16.6	5 20.8	7 29.1	3 12.5	0 0.0	2 8.3
22. Who should have the most power in the family	2 8.3	6 25.0	3 12.5	6 25.0	4 16.6	2 8.3	1 4.1
23. Who should make decisions which affect each member of the family	2 8.3	10 41.6	3 12.5	3 12.5	5 20.8	0 0.0	1 4.1
24. How to determine how much should be spent for basic expense items	4 16.6	7 29.1	1 4.1	4 16.6	4 16.6	3 12.5	1 4.1

APPENDIX E-3

SECOND INFORMATION - MALE - RURAL N = 84

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	26 31.0	20 23.8	3 3.5	14 16.6	19 22.6	2 2.4	0 0.0
2. Why date only a "Steady"	14 16.6	27 32.1	3 3.5	21 25.0	13 15.4	4 4.7	2 2.4
3. Conscious preparation for engagement	16 19.0	21 25.0	17 20.2	15 17.8	12 14.3	0 0.0	3 3.5
4. Selection of a dating partner	17 20.2	23 27.4	4 4.7	28 33.3	8 9.5	3 3.5	1 1.2
5. What to do on a date	20 23.8	19 22.6	2 2.4	20 23.8	16 19.0	6 7.1	1 1.2
6. Keeping your parents informed of whereabouts	8 9.5	28 33.3	14 16.6	18 21.4	7 8.3	7 8.3	2 2.4
7. Financing your dates	27 32.1	15 17.8	3 3.5	26 31.0	5 6.0	6 7.1	2 2.4
8. What attracts you to the opposite sex as a date	19 22.6	16 19.0	7 8.3	24 28.5	8 9.5	5 6.0	5 6.0
9. Who determines the number of dates you have per week	23 27.4	22 26.2	5 6.0	24 28.5	3 3.5	4 4.7	3 3.5
10. Length of dating period before engagement	29 34.5	13 15.4	9 10.7	20 23.8	10 11.9	1 1.2	2 2.4
11. Length of engagement before marriage	26 31.0	12 14.3	11 13.1	20 23.8	8 9.5	5 6.0	2 2.4
12. Whether high school students should marry	20 23.8	21 25.0	16 19.0	14 16.6	10 11.9	2 2.4	1 1.2
13. Who should perform the wedding ceremony	30 35.7	9 10.7	25 29.7	8 9.5	7 8.3	3 3.5	2 2.4
14. Who has responsibility for the checking account	15 17.8	28 33.3	10 11.9	16 19.0	8 9.5	3 3.5	4 4.7
15. Ownership of all family property	10 11.9	23 27.4	12 14.3	19 22.6	10 11.9	6 7.1	4 4.7
16. The number of children a family should have	22 26.2	16 19.0	15 17.8	14 16.6	12 14.3	3 3.5	2 2.4
17. Bases of a successful marriage	22 26.2	14 16.6	18 21.4	20 23.8	4 4.7	4 4.7	2 2.4
18. Admission of contact with the opposite sex to one's spouse	19 22.6	18 21.4	22 26.2	11 13.1	11 13.1	0 0.0	3 3.5
19. Religious background of couple	33 39.3	10 11.9	19 22.6	12 14.3	5 6.0	3 3.5	2 2.4
20. Who makes the really important decisions in family living	10 11.9	22 26.2	18 21.4	18 21.4	11 13.1	2 2.4	3 3.5
21. Your beliefs regarding racial intermarriage	24 28.5	12 14.3	14 16.6	22 26.2	7 8.3	2 2.4	3 3.5
22. Who should have the most power in the family	14 16.6	16 19.0	20 23.8	15 17.8	11 13.1	5 6.0	3 3.5
23. Who should make decisions which affect each member of the family	12 14.3	16 19.0	21 25.0	20 23.8	11 13.1	1 1.2	3 3.5
24. How to determine how much should be spent for basic expense items	16 19.0	19 22.6	10 11.9	17 20.2	16 19.0	2 2.4	4 4.7

APPENDIX E-4

SECOND INFORMATION - MALE - FARM

N = 62

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	13 20.9	24 38.7	3 4.8	9 14.5	13 20.9	0 0.0	0 0.0
2. Why date only a "Steady"	16 25.8	16 25.8	12 19.3	10 16.1	3 4.8	2 3.2	3 4.8
3. Conscious preparation for engagement	7 11.3	13 20.9	16 25.8	12 19.3	10 16.1	2 3.2	2 3.2
4. Selection of a dating partner	16 25.8	14 22.5	4 6.4	15 24.2	6 9.6	5 8.0	2 3.2
5. What to do on a date	13 20.9	15 24.2	2 3.2	15 24.2	12 19.3	5 8.0	0 0.0
6. Keeping your parents informed of whereabouts	6 9.6	18 29.0	16 25.8	14 22.5	3 4.8	2 3.2	3 4.8
7. Financing your dates	10 16.1	13 20.9	1 1.6	24 38.7	6 9.6	7 11.3	1 1.6
8. What attracts you to the opposite sex as a date	12 19.3	20 32.2	6 9.6	12 19.3	11 17.7	1 1.6	0 0.0
9. Who determines the number of dates you have per week	16 25.8	13 20.9	8 12.9	15 24.2	3 4.8	3 4.8	4 6.4
10. Length of dating period before engagement	13 20.9	15 24.2	9 14.5	15 24.2	5 8.0	1 1.6	4 6.4
11. Length of engagement before marriage	15 24.2	13 20.9	11 17.7	12 19.3	5 8.0	1 1.6	5 8.0
12. Whether high school students should marry	13 20.9	20 32.2	8 12.9	10 16.1	8 12.9	1 1.6	2 3.2
13. Who should perform the wedding ceremony	29 30.6	6 9.6	21 33.7	4 6.4	0 0.0	1 1.6	1 1.6
14. Who has responsibility for the checking account	9 14.5	16 25.8	5 8.0	11 17.7	13 20.9	4 6.4	4 6.4
15. Ownership of all family property	7 11.3	18 29.0	12 19.3	8 12.9	12 19.3	2 3.2	3 4.8
16. The number of children a family should have	19 30.6	10 16.1	12 19.3	8 12.9	7 11.3	4 6.4	2 3.2
17. Bases of a successful marriage	12 19.3	12 19.3	17 27.4	9 14.5	7 11.3	3 4.8	2 3.2
18. Admission of contact with the opposite sex to one's spouse	11 17.7	10 16.1	11 17.7	13 20.9	9 14.5	5 8.0	3 4.8
19. Religious background of couple	29 30.6	10 16.1	9 14.5	6 9.6	4 6.4	0 0.0	4 6.4
20. Who makes the really important decisions in family living	4 6.4	15 24.2	18 29.0	10 16.1	10 16.1	3 4.8	2 3.2
21. Your beliefs regarding racial intermarriage	9 14.5	13 20.9	13 20.9	14 22.5	9 14.5	2 3.2	2 3.2
22. Who should have the most power in the family	7 11.3	11 17.7	13 20.9	19 30.6	7 11.3	4 6.4	1 1.6
23. Who should make decisions which affect each member of the family	8 12.9	18 29.0	11 17.7	14 22.5	5 8.0	4 6.4	2 3.2
24. How to determine how much should be spent for basic expense items	4 6.4	18 29.0	7 11.3	14 22.5	11 17.7	6 9.6	2 3.2

APPENDIX F-1

LEAST INFORMATION - MALE - URBAN

N = 104

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	16 15.3	18 17.3	46 44.2	7 6.7	11 10.5	5 4.8	1 0.9
2. Why date only a "Steady"	18 17.3	16 15.3	26 25.0	14 13.4	20 19.2	7 6.7	3 2.8
3. Conscious preparation for engagement	6 5.7	24 23.0	20 19.2	25 24.0	19 18.2	8 7.6	2 1.9
4. Selection of a dating partner	21 20.1	19 18.2	25 24.0	9 8.6	20 19.2	8 7.6	2 1.9
5. What to do on a date	23 22.1	17 16.3	42 40.3	10 9.6	9 8.6	1 0.9	2 1.9
6. Keeping your parents informed of whereabouts	8 7.6	21 20.1	24 23.0	27 25.9	19 18.2	3 2.8	2 1.9
7. Financing your dates	8 7.6	16 15.3	38 36.5	14 13.4	20 19.2	7 6.7	1 0.9
8. What attracts you to the opposite sex as a date	21 20.1	17 16.3	30 28.8	10 9.6	19 18.2	6 5.7	1 0.9
9. Who determines the number of dates you have per week	15 14.4	16 15.3	35 33.6	21 20.1	11 10.5	2 1.9	4 3.8
10. Length of dating period before engagement	7 6.7	20 19.2	36 34.6	22 21.1	11 10.5	3 2.8	5 4.8
11. Length of engagement before marriage	8 7.6	24 23.0	32 30.7	26 25.0	6 5.7	3 2.8	5 4.8
12. Whether high school students should marry	10 9.6	18 17.3	30 28.8	22 21.1	20 19.2	2 1.9	2 1.9
13. Who should perform the wedding ceremony	4 3.8	21 20.1	10 9.6	32 30.7	19 18.2	14 13.4	4 3.8
14. Who has responsibility for the checking account	2 1.9	16 15.3	32 30.7	22 21.1	21 20.1	7 6.7	4 3.8
15. Ownership of all family property	1 0.9	11 10.5	38 36.5	30 28.8	16 15.3	5 4.8	3 2.8
16. The number of children a family should have	11 10.6	24 23.0	23 22.1	21 20.1	17 16.3	5 4.8	3 2.8
17. The bases of a successful marriage	6 5.7	19 18.2	24 23.0	25 24.0	25 24.0	4 3.8	1 0.9
18. Admission of contact with the opposite sex to one's spouse	13 12.5	17 16.3	29 27.8	11 10.5	20 19.2	7 6.7	7 6.7
19. Religious background of couple	10 9.6	25 24.0	17 16.3	22 21.1	20 19.2	7 6.7	3 2.8
20. Who makes the really important decisions in family living	5 4.8	19 18.2	25 24.0	20 19.2	26 25.0	7 6.7	2 1.9
21. Your beliefs regarding racial intermarriage	15 14.4	21 20.1	26 25.0	16 15.3	16 15.3	8 7.6	2 1.9
22. Who should have the most power in the family	2 1.9	24 23.0	29 27.8	22 21.1	17 16.3	10 9.6	0 0.0
23. Who should make decisions which affect each member of the family	5 4.8	14 13.4	28 26.9	20 19.2	23 22.1	12 11.5	2 1.9
24. How to determine how much should be spent for basic expense items	7 6.7	14 13.4	31 29.8	25 24.0	15 14.4	11 10.5	1 0.9

APPENDIX F-2

LEAST INFORMATION - MALE - SUBURBAN

N = 24

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	4 16.6	2 8.3	10 41.6	4 16.6	4 16.6	0 0.0	0 0.0
2. Why date only a "Steady"	3 12.5	3 12.5	9 37.5	6 25.0	2 8.3	0 0.0	1 4.1
3. Conscious preparation for engagement	2 8.3	2 8.3	4 16.6	9 37.5	6 25.0	1 4.1	0 0.0
4. Selection of a dating partner	7 29.1	3 12.5	9 37.5	2 8.3	3 12.5	0 0.0	0 0.0
5. What to do on a date	4 16.6	4 16.6	8 33.3	2 8.3	5 20.8	1 4.1	0 0.0
6. Keeping your parents informed of whereabouts	0 0.0	3 12.5	3 12.5	10 41.6	6 25.0	2 8.3	0 0.0
7. Financing your dates	1 4.1	6 25.0	8 33.3	4 16.6	4 16.6	1 4.1	0 0.0
8. What attracts you to the opposite sex as a date	4 16.6	3 12.5	7 29.1	2 8.3	8 33.3	0 0.0	0 0.0
9. Who determines the number of dates you have per week	2 8.3	2 8.3	6 25.0	4 16.6	6 25.0	3 12.5	1 4.1
10. Length of dating period before engagement	4 16.6	4 16.6	11 45.8	3 12.5	2 8.3	0 0.0	0 0.0
11. Length of engagement before marriage	3 12.5	3 12.5	13 54.1	3 12.5	1 4.1	1 4.1	0 0.0
12. Whether high school students should marry	3 12.5	5 20.8	3 12.5	6 25.0	6 25.0	0 0.0	1 4.1
13. Who should perform the wedding ceremony	1 4.1	1 4.1	2 8.3	10 41.6	7 29.1	3 12.5	0 0.0
14. Who has responsibility for the checking account	1 4.1	4 16.6	6 25.0	8 33.3	3 12.5	2 8.3	0 0.0
15. Ownership of all family property	2 8.3	4 16.6	7 29.1	4 16.6	5 20.8	2 8.3	0 0.0
16. The number of children a family should have	7 29.1	4 16.6	4 16.6	4 16.6	5 20.8	0 0.0	0 0.0
17. The bases of a successful marriage	5 20.8	3 12.5	3 12.5	4 16.6	6 25.0	2 8.3	1 4.1
18. Admission of contact with the opposite sex to one's spouse	4 16.6	1 4.1	5 20.8	4 16.6	5 20.8	1 4.1	4 16.6
19. Religious background of couple	0 0.0	4 16.6	1 4.1	5 20.8	13 54.1	0 0.0	1 4.1
20. Who makes the really important decisions in family living	3 12.5	4 16.6	3 12.5	3 12.5	9 37.5	0 0.0	2 8.3
21. Your beliefs regarding racial intermarriage	3 12.5	6 25.0	8 33.3	1 4.1	2 8.3	2 8.3	2 8.3
22. Who should have the most power in the family	2 8.3	4 16.6	6 25.0	5 20.8	6 25.0	0 0.0	1 4.1
23. Who should make decisions which affect each member of the family	2 8.3	4 16.6	4 16.6	4 16.6	7 29.1	2 8.3	1 4.1
24. How to determine how much should be spent for basic expense items	1 4.1	5 20.8	5 20.8	6 25.0	5 20.8	1 4.1	1 4.1

APPENDIX F-3

LEAST INFORMATION - MALE - RURAL

N = 84

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	20 23.8	13 15.4	24 28.5	9 10.7	14 16.6	4 4.7	0 0.0
2. Why date only a "Steady"	23 27.4	12 14.3	19 22.6	12 14.3	13 15.4	3 3.5	2 2.4
3. Conscious preparation for engagement	7 8.3	15 17.8	18 21.4	21 25.0	16 19.0	4 4.7	3 3.5
4. Selection of a dating partner	21 25.0	20 23.8	14 16.6	14 16.6	9 10.7	5 6.0	1 1.2
5. What to do on a date	22 26.2	16 19.0	20 23.8	10 11.9	11 13.1	5 6.0	0 0.0
6. Keeping your parents informed of whereabouts	4 4.7	19 22.6	16 19.0	23 27.4	13 15.4	7 8.3	2 2.4
7. Financing your dates	5 6.0	20 23.8	20 23.8	15 17.8	18 21.4	4 4.7	2 2.4
8. What attracts you to the opposite sex as a date	27 32.1	15 17.8	17 20.2	4 4.7	12 14.3	5 6.0	4 4.7
9. Who determines the number of dates you have per week	11 13.1	19 22.6	21 25.0	13 15.4	12 14.3	6 7.1	2 2.4
10. Length of dating period before engagement	16 19.0	12 14.3	18 21.4	18 21.4	13 15.4	5 6.0	2 2.4
11. Length of engagement before marriage	10 11.9	10 11.9	24 28.5	15 17.8	19 22.6	4 4.7	2 2.4
12. Whether high school students should marry	7 8.3	15 17.8	16 19.0	26 31.0	14 16.6	4 4.7	2 2.4
13. Who should perform the wedding ceremony	7 8.3	13 15.4	15 17.8	21 25.0	23 27.4	5 6.0	0 0.0
14. Who has responsibility for the checking account	6 7.1	12 14.3	22 26.2	10 11.9	22 26.2	8 9.5	4 4.7
15. Ownership of all family property	2 2.4	10 11.9	23 27.4	17 20.2	22 26.2	6 7.1	4 4.7
16. The number of children a family should have	6 7.1	16 19.0	24 28.5	21 25.0	10 11.9	6 7.1	1 1.2
17. The bases of a successful marriage	5 6.0	22 26.2	19 22.6	15 17.8	14 16.6	7 8.3	2 2.4
18. Admission of contact with the opposite sex to one's spouse	11 13.1	18 21.4	16 19.0	9 10.7	19 22.6	9 10.7	2 2.4
19. Religious background of couple	8 9.5	24 28.5	10 11.9	14 16.6	20 23.8	7 8.3	1 1.2
20. Who makes the really important decisions in family living	5 6.0	11 13.1	22 26.2	15 17.8	19 22.6	8 9.5	4 4.7
21. Your beliefs regarding racial intermarriage	10 11.9	17 20.2	20 23.8	13 15.4	16 19.0	5 6.0	3 3.5
22. Who should have the most power in the family	3 3.5	15 17.8	22 26.2	24 28.5	12 14.3	6 7.1	2 2.4
23. Who should make decisions which affect each member of the family	4 4.7	17 20.2	17 20.2	15 17.8	24 28.5	4 4.7	3 3.5
24. How to determine how much should be spent for basic expense items	3 3.5	13 15.4	24 28.5	18 21.4	16 19.0	7 8.4	3 3.5

APPENDIX F-4

LEAST INFORMATION - MALE - FARM

N = 62

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	7 11.3	5 8.0	27 43.5	9 14.5	10 16.1	4 6.4	0 0.0
2. Why date only a "Steady"	15 24.2	4 6.4	20 32.2	6 9.6	13 20.9	1 1.6	3 4.8
3. Conscious preparation for engagement	14 22.5	13 20.9	5 8.0	12 19.3	15 24.2	1 1.6	2 3.2
4. Selection of a dating partner	16 25.8	10 16.1	14 22.5	12 19.3	6 9.6	2 3.2	2 3.2
5. What to do on a date	12 19.3	19 30.6	16 25.8	4 6.4	9 14.5	2 3.2	0 0.0
6. Keeping your parents informed of whereabouts	4 6.4	13 20.9	8 12.9	10 16.1	16 25.8	8 12.9	3 4.8
7. Financing your dates	6 9.6	10 16.1	18 2 9.0	10 16.1	14 22.5	3 4.8	1 1.6
8. What attracts you to the opposite sex as a date	15 24.2	6 9.6	13 20.9	7 16.3	17 27.4	3 4.8	1 1.6
9. Who determines the number of dates you have per week	8 12.9	10 16.1	13 20.9	10 16.1	13 20.9	4 6.4	4 6.4
10. Length of dating period before engagement	7 11.3	10 16.1	16 25.8	13 20.9	9 14.5	3 4.8	4 6.4
11. Length of engagement before marriage	7 11.3	11 17.7	16 25.8	12 19.3	8 12.9	3 4.8	5 8.0
12. Whether high school students should marry	6 9.6	17 27.4	17 27.4	11 17.7	7 11.3	1 1.6	3 4.8
13. Who should perform the wedding ceremony	2 3.2	17 27.4	5 8.0	12 19.3	20 32.2	4 6.4	2 3.2
14. Who has responsibility for the checking account	3 4.8	17 27.4	11 17.7	8 12.9	15 24.2	4 6.4	4 6.4
15. Ownership of all family property	2 3.2	14 22.5	12 19.3	16 25.8	11 17.7	5 8.0	2 3.2
16. The number of children a family should have	6 9.6	11 17.7	13 20.9	15 24.2	10 16.1	5 8.0	2 3.2
17. The bases of a successful marriage	6 9.6	19 30.6	8 12.9	12 19.3	12 19.3	3 4.8	2 3.2
18. Admission of contact with the opposite sex to one's spouse	6 9.6	9 14.5	18 29.0	9 14.5	14 22.5	3 4.8	3 4.8
19. Religious background of couple	7 11.3	13 20.9	8 12.9	10 16.1	16 25.8	4 6.4	4 6.4
20. Who makes the really important decisions in family living	5 8.0	12 19.3	13 20.9	7 11.3	13 20.9	8 12.9	4 6.4
21. Your beliefs regarding racial intermarriage	8 12.9	20 32.2	12 19.3	7 11.3	10 16.1	3 4.8	2 3.2
22. Who should have the most power in the family	2 3.2	15 24.2	12 19.3	8 12.9	19 30.6	4 6.4	2 3.2
23. Who should make decisions which affect each member of the family	4 6.4	9 14.5	13 20.9	11 17.7	17 27.4	5 8.0	3 4.8
24. How to determine how much should be spent for basic expense items	6 9.6	8 12.9	14 22.5	13 20.9	13 20.9	6 9.6	2 3.2

APPENDIX G-1

GREATEST INFORMATION - FEMALE - URBAN

N = 107

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	37 34.6	19 17.8	1 0.9	40 37.4	6 5.6	4 3.7	0 0.0
2. Why date only a "Steady"	27 25.2	12 11.2	2 1.8	54 50.5	3 2.8	8 7.7	1 0.9
3. Conscious preparation for engagement	62 58.0	9 8.4	6 5.6	15 14.0	11 10.3	4 3.7	0 0.0
4. Selection of a dating partner	29 27.1	16 15.0	0 0.0	47 43.9	2 1.8	13 12.1	0 0.0
5. What to do on a date	27 25.2	6 5.6	0 0.0	53 49.5	11 10.3	10 9.3	0 0.0
6. Keeping your parents informed of whereabouts	94 87.9	3 2.8	1 0.9	6 5.6	0 0.0	3 2.8	0 0.0
7. Financing your dates	43 40.2	6 5.6	0 0.0	34 31.7	10 9.3	13 12.1	1 0.9
8. What attracts you to the opposite sex as a date	14 13.1	11 10.3	1 0.9	52 48.6	7 6.5	22 20.5	0 0.0
9. Who determines the number of dates you have per week	77 72.0	5 4.7	1 0.9	6 5.6	0 0.0	17 15.9	1 0.9
10. Length of dating period before engagement	52 48.6	3 2.8	1 0.9	14 13.1	6 5.6	31 28.9	0 0.0
11. Length of engagement before marriage	50 46.7	6 5.6	1 0.9	12 11.2	7 6.5	31 28.9	0 0.0
12. Whether high school students should marry	46 43.0	12 11.2	2 1.8	22 20.5	9 8.4	16 15.0	0 0.0
13. Who should perform the wedding ceremony	48 44.9	1 0.9	36 33.6	4 3.7	2 1.8	15 14.0	1 0.9
14. Who has responsibility for the checking account	71 66.4	3 2.8	1 0.9	7 6.5	9 8.4	15 14.0	1 0.9
15. Ownership of all family property	77 72.0	1 0.9	3 2.8	2 1.8	10 9.3	10 9.3	4 3.7
16. The number of children a family should have	40 37.4	5 4.7	2 1.8	12 11.2	19 17.8	29 27.1	0 0.0
17. The bases of a successful marriage	48 44.9	6 5.6	16 15.0	8 7.7	19 17.8	10 9.3	0 0.0
18. Admission of contact with the opposite sex to one's spouse	49 45.8	4 3.7	7 6.5	19 17.8	10 9.3	15 14.0	3 2.8
19. Religious background of couple	33 30.8	8 7.7	44 41.1	2 1.8	8 7.7	11 10.3	1 0.9
20. Who makes the really important decisions in family living	80 74.8	4 3.7	3 2.8	7 6.5	4 3.7	9 8.4	0 0.0
21. Your beliefs regarding racial intermarriage	41 38.3	7 6.5	13 12.1	17 15.9	16 15.0	13 12.1	0 0.0
22. Who should have the most power in the family	66 [illegible]1.7	5 4.7	5 4.7	8 7.7	12 11.2	10 9.3	1 0.9
23. Who should make decisions which affect each member of the family	70 [illegible]	5 4.7	2 1.8	9 8.4	10 9.3	11 10.3	0 0.0
24. How to determine how much should be spent for basic expense items	66 61.7	10 [illegible]	2 1.8	8 7.7	7 6.5	13 12.1	1 0.9

APPENDIX G-2

GREATEST INFORMATION - FEMALE - SUBURBAN

N = 20

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	3 15.0	3 15.0	1 5.0	6 30.0	6 30.0	1 5.0	0 0.0
2. Why date only a "Steady"	7 35.0	2 10.0	0 0.0	8 40.0	3 15.0	0 0.0	0 0.0
3. Conscious preparation for engagement	11 55.0	1 5.0	1 5.0	2 10.0	5 25.0	0 0.0	0 0.0
4. Selection of a dating partner	1 5.0	4 20.0	1 5.0	9 45.0	3 15.0	2 10.0	0 0.0
5. What to do on a date	2 10.0	3 15.0	0 0.0	11 55.0	3 15.0	1 5.0	0 0.0
6. Keeping your parents informed of whereabouts	18 90.0	0 0.0	0 0.0	0 0.0	2 10.0	0 0.0	0 0.0
7. Financing your dates	8 40.0	3 15.0	0 0.0	7 35.0	1 5.0	1 5.0	0 0.0
8. What attracts you to the opposite sex as a date	2 10.0	3 15.0	1 5.0	9 45.0	2 10.0	3 15.0	0 0.0
9. Who determines the number of dates you have per week	11 55.0	1 5.0	0 0.0	3 15.0	1 5.0	3 15.0	1 5.0
10. Length of dating period before engagement	9 45.0	1 5.0	1 5.0	1 5.0	2 10.0	5 25.0	1 5.0
11. Length of engagement before marriage	11 55.0	2 10.0	1 5.0	1 5.0	0 0.0	4 20.0	1 5.0
12. Whether high school students should marry	8 40.0	4 20.0	0 0.0	2 10.0	3 15.0	2 10.0	1 5.0
13. Who should perform the wedding ceremony	10 50.0	1 5.0	6 30.0	0 0.0	1 5.0	1 5.0	1 5.0
14. Who has responsibility for the checking account	12 60.0	1 5.0	0 0.0	0 0.0	3 15.0	4 20.0	0 0.0
15. Ownership of all family property	15 75.0	1 5.0	0 0.0	0 0.0	2 10.0	1 5.0	1 5.0
16. The number of children a family should have	9 45.0	1 5.0	1 5.0	1 5.0	5 25.0	2 10.0	1 5.0
17. The bases of a successful marriage	6 30.0	3 15.0	3 15.0	1 5.0	4 20.0	2 10.0	1 5.0
18. Admission of contact with the opposite sex to one's spouse	6 30.0	2 10.0	0 0.0	3 15.0	7 35.0	1 5.0	1 5.0
19. Religious background of couple	6 30.0	1 5.0	9 45.0	3 15.0	0 0.0	1 5.0	0 0.0
20. Who makes the really important decisions in family living	11 55.0	3 15.0	0 0.0	1 5.0	2 10.0	2 10.0	1 5.0
21. Your beliefs regarding racial intermarriage	8 40.0	3 15.0	0 0.0	2 10.0	2 10.0	4 20.0	1 5.0
22. Who should have the most power in the family	13 65.0	1 5.0	1 5.0	3 15.0	2 10.0	0 0.0	0 0.0
23. Who should make decisions which affect each member of the family	13 65.0	1 5.0	1 5.0	2 10.0	2 10.0	0 0.0	1 5.0
24. How to determine how much should be spent for basic expense items	13 65.0	1 5.0	0 0.0	0 0.0	5 25.0	0 0.0	1 5.0

APPENDIX G-3

GREATEST INFORMATION - FEMALE - RURAL

N = 79

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	24 30.3	15 19.0	0 0.0	29 36.7	9 11.4	2 2.5	0 0.0
2. Why date only a "Steady"	20 25.3	13 16.5	1 1.2	34 43.0	6 7.6	4 5.0	1 1.2
3. Conscious preparation for engagement	43 54.4	8 10.0	4 5.0	11 13.9	10 12.6	3 3.8	0 0.0
4. Selection of a dating partner	25 31.6	6 7.6	7 8.9	29 36.7	3 3.8	9 11.4	0 0.0
5. What to do on a date	23 29.1	6 7.6	1 1.2	36 45.5	6 7.6	7 8.8	0 0.0
6. Keeping your parents informed of whereabouts	66 83.5	2 2.5	1 1.2	7 8.8	1 1.2	2 2.5	0 0.0
7. Financing your dates	35 44.3	7 8.8	1 1.2	16 20.2	11 13.9	6 7.6	3 3.8
8. What attracts you to the opposite sex as a date	12 15.2	7 8.8	1 1.2	37 46.8	11 13.9	11 13.9	0 0.0
9. Who determines the number of dates you have per week	57 72.1	2 2.5	0 0.0	3 3.8	1 1.2	16 20.2	0 0.0
10. Length of dating period before engagement	35 44.3	5 6.3	1 1.2	10 12.6	5 6.3	22 27.8	1 1.2
11. Length of engagement before marriage	34 43.0	5 6.3	1 1.2	9 11.4	5 6.3	24 30.2	1 1.2
12. Whether high school students should marry	40 50.6	6 7.6	2 2.5	14 17.7	10 12.6	7 8.8	0 1.2
13. Who should perform the wedding ceremony	30 37.9	1 1.2	37 46.8	3 3.8	1 1.2	5 6.3	2 2.5
14. Who has responsibility for the checking account	51 64.5	6 7.6	1 1.2	2 2.5	8 10.0	8 10.0	3 3.8
15. Ownership of all family property	63 79.7	6 7.6	0 0.0	2 2.5	3 3.8	2 2.5	3 3.8
16. The number of children a family should have	30 37.9	8 10.0	2 2.5	5 6.3	16 20.2	17 21.5	1 1.2
17. The bases of a successful marriage	31 39.2	4 5.0	20 25.3	2 2.5	17 21.5	4 5.0	1 1.2
18. Admission of contact with the opposite sex to one's spouse	30 37.9	5 6.3	6 7.6	14 17.7	14 17.7	6 7.6	4 5.0
19. Religious background of couple	22 27.8	1 1.2	47 59.5	1 1.2	4 5.0	4 5.0	0 0.0
20. Who makes the really important decisions in family living	55 69.6	2 2.5	4 5.0	2 2.5	6 7.6	8 10.0	2 2.5
21. Your beliefs regarding racial intermarriage	26 32.9	4 5.0	16 20.2	9 11.4	14 17.7	9 11.4	1 1.2
22. Who should have the most power in the family	47 59.5	1 1.2	7 8.9	8 10.0	8 10.0	7 8.9	1 1.2
23. Who should make decisions which affect each member of the family	50 63.3	2 2.5	4 5.0	5 6.3	5 6.3	9 11.4	4 5.0
24. How to determine how much should be spent for basic expense items	41 51.9	12 15.2	0 0.0	1 1.2	14 17.7	8 10.0	3 3.8

APPENDIX G-4

GREATEST INFORMATION - FEMALE - FARM

N = 61

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	14 22.9	9 14.7	0 0.0	28 45.9	8 13.1	2 3.2	0 0.0
2. Why date only a "Steady"	13 21.3	4 6.5	2 3.2	34 55.7	2 3.2	5 8.1	1 1.6
3. Conscious preparation for engagement	30 49.2	7 11.4	3 4.9	10 16.4	10 16.4	0 0.0	1 1.6
4. Selection of a dating partner	18 29.5	6 9.8	10 16.4	23 37.7	0 0.0	4 6.5	0 0.0
5. What to do on a date	12 19.6	4 6.5	0 0.0	38 62.3	3 4.9	4 6.5	0 0.0
6. Keeping your parents informed of whereabouts	51 83.6	1 1.6	1 1.6	3 4.6	1 1.6	3 4.6	1 1.6
7. Financing your dates	27 44.2	3 4.9	0 0.0	19 31.1	7 11.4	3 4.6	2 3.2
8. What attracts you to the opposite sex as a date	5 8.1	6 9.8	5 8.1	29 47.5	7 11.4	8 13.1	1 1.6
9. Who determines the number of dates you have per week	47 77.0	3 4.9	0 0.0	4 6.5	1 1.6	6 9.8	0 0.0
10. Length of dating period before engagement	32 52.4	2 3.2	1 1.6	10 16.4	6 9.8	10 16.4	0 0.0
11. Length of engagement before marriage	30 49.2	2 3.2	3 4.9	6 9.8	7 11.4	12 19.6	1 1.6
12. Whether high school students should marry	25 41.0	5 8.1	5 8.1	12 19.6	8 13.1	5 8.1	1 1.6
13. Who should perform the wedding ceremony	24 39.3	1 1.6	30 49.2	2 3.2	1 1.6	3 4.9	0 0.0
14. Who has responsibility for the checking account	45 73.3	4 6.5	0 0.0	1 1.6	5 8.1	5 8.1	1 1.6
15. Ownership of all family property	51 83.6	4 6.5	0 0.0	2 3.2	1 1.6	2 3.2	1 1.6
16. The number of children a family should have	23 37.7	4 6.5	4 6.5	6 9.8	13 21.3	10 16.4	1 1.6
17. The bases of a successful marriage	23 37.7	8 13.1	12 19.6	3 4.9	12 19.6	3 4.9	0 0.0
18. Admission of contacts with the opposite sex to one's spouse	18 29.5	2 3.2	13 21.3	12 19.6	9 14.7	5 8.1	2 3.2
19. Religious background of couple	14 22.9	2 3.2	37 60.6	2 3.2	5 8.1	1 1.6	0 0.0
20. Who makes the really important decisions in family living	36 59.0	3 4.9	6 9.8	6 9.8	6 9.8	4 6.5	0 0.0
21. Your beliefs regarding racial intermarriage	23 37.7	4 6.5	10 16.4	9 14.7	13 21.3	2 3.2	0 0.0
22. Who should have the most power in the family	35 57.3	2 3.2	8 13.1	7 11.4	6 9.8	3 4.9	0 0.0
23. Who should make decisions which affect each member of the family	42 68.8	1 1.6	7 11.4	1 1.6	6 9.8	4 6.5	0 0.0
24. How to determine how much should be spent for basic expense items	42 68.8	5 8.1	2 3.2	3 4.9	7 11.4	2 3.2	0 0.0

APPENDIX H-1

SECOND INFORMATION - FEMALE - URBAN

N = 107

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	22 20.5	29 27.1	2 1.8	28 26.1	19 17.8	6 5.6	1 0.9
2. Why date only a "Steady"	27 25.2	22 20.5	4 3.7	22 20.5	23 21.5	8 7.7	1 0.9
3. Conscious preparation for engagement	20 18.7	16 15.0	12 11.2	37 34.6	15 14.0	7 6.5	0 0.0
4. Selection of a dating partner	36 33.6	20 18.7	7 6.5	30 28.0	9 8.4	5 4.7	0 0.0
5. What to do on a date	31 28.9	16 15.0	5 4.7	35 32.7	14 13.1	6 5.6	0 0.0
6. Keeping your parents informed of whereabouts	8 7.7	30 28.0	14 13.1	37 34.6	11 10.3	6 5.6	1 0.9
7. Financing your dates	27 25.2	24 22.4	2 1.8	35 32.7	12 11.2	5 4.7	2 1.8
8. What attracts you to the opposite sex as a date	33 30.8	18 16.8	5 4.7	29 27.1	18 16.8	3 2.8	1 0.9
9. Who determines the number of dates you have per week	16 15.0	31 28.9	3 2.8	37 34.6	9 8.4	10 9.3	1 0.9
10. Length of dating period before engagement	22 20.5	19 17.8	9 8.4	36 33.6	17 15.9	3 2.8	1 0.9
11. Length of engagement before marriage	23 21.5	15 14.0	13 12.1	35 32.7	14 13.1	5 4.7	2 1.8
12. Whether high school students should marry	24 22.4	25 23.3	9 8.4	29 27.1	16 15.0	3 2.8	1 0.9
13. Who should perform the wedding ceremony	38 35.5	4 3.7	32 29.9	14 13.1	10 9.3	6 5.6	3 2.8
14. Who has responsibility for the checking account	19 17.8	22 20.5	8 7.7	31 28.9	16 15.0	8 7.7	3 2.8
15. Ownership of all family property	17 15.9	14 13.1	9 8.4	34 31.7	16 15.0	9 8.4	8 7.7
16. The number of children a family should have	29 27.1	7 6.5	21 19.6	20 18.7	25 23.3	2 1.8	3 2.8
17. The bases of a successful marriage	24 22.4	22 20.5	19 17.8	16 15.0	21 19.6	2 1.8	3 2.8
18. Admission of contact with the opposite sex to one's spouse	23 21.5	14 13.1	12 11.2	34 31.7	18 16.8	1 0.9	5 4.7
19. Religious background of couple	37 34.6	7 6.5	38 35.5	11 10.3	11 10.3	1 0.9	2 1.8
20. Who makes the really important decisions in family living	16 15.0	19 17.8	22 20.5	21 19.6	23 21.5	4 3.7	2 1.8
21. Your beliefs regarding racial intermarriage	26 24.3	18 16.8	16 15.0	25 23.3	17 15.9	2 1.8	3 2.8
22. Who should have the most power in the family	23 21.5	14 13.1	16 15.0	29 27.1	17 15.9	5 4.7	3 2.8
23. Who should make decisions which affect each member of the family	21 19.6	15 14.0	23 21.5	25 23.3	14 13.1	6 5.6	3 2.8
24. How to determine how much should be spent for basic expense items	25 23.3	17 15.9	6 5.6	25 23.3	26 24.3	4 3.7	4 3.7

APPENDIX H-2

SECOND INFORMATION - FEMALE - SUBURBAN N = 20

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	7 35.0	4 20.0	0 0.0	7 35.0	1 5.0	1 5.0	0 0.0
2. Why date only a "Steady"	4 20.0	2 10.0	1 5.0	4 20.0	7 35.0	2 10.0	0 0.0
3. Conscious preparation for engagement	4 20.0	5 25.0	2 10.0	3 15.0	4 20.0	2 10.0	0 0.0
4. Selection of a dating partner	9 45.0	2 10.0	0 0.0	5 25.0	0 0.0	3 15.0	1 5.0
5. What to do on a date	7 35.0	3 15.0	2 10.0	2 10.0	4 20.0	2 10.0	0 0.0
6. Keeping your parents informed of whereabouts	1 5.0	10 50.0	3 15.0	2 10.0	3 15.0	1 5.0	0 0.0
7. Financing your dates	9 45.0	2 10.0	0 0.0	7 35.0	2 10.0	0 0.0	0 0.0
8. What attracts you to the opposite sex as a date	8 40.0	4 20.0	0 0.0	2 10.0	5 25.0	1 5.0	0 0.0
9. Who determines the number of dates you have per week	7 35.0	6 30.0	0 0.0	6 30.0	0 0.0	1 5.0	0 0.0
10. Length of dating period before engagement	5 25.0	3 15.0	3 15.0	5 25.0	3 15.0	0 0.0	1 5.0
11. Length of engagement before marriage	5 25.0	3 15.0	2 10.0	3 15.0	5 25.0	2 10.0	0 0.0
12. Whether high school students should marry	4 20.0	5 25.0	3 15.0	6 30.0	0 0.0	1 5.0	1 5.0
13. Who should perform the wedding ceremony	4 20.0	1 5.0	6 30.0	4 20.0	2 10.0	2 10.0	1 5.0
14. Who has responsibility for the checking account	4 20.0	3 15.0	2 10.0	3 15.0	6 30.0	0 0.0	2 10.0
15. Ownership of all family property	3 15.0	4 20.0	2 10.0	3 15.0	6 30.0	1 5.0	1 5.0
16. The number of children a family should have	5 25.0	5 25.0	4 20.0	1 5.0	4 20.0	1 5.0	0 0.0
17. The bases of a successful marriage	6 30.0	5 25.0	3 15.0	0 0.0	6 30.0	0 0.0	0 0.0
18. Admission of contact with the opposite sex to one's spouse	4 20.0	4 20.0	3 15.0	5 25.0	3 15.0	1 5.0	0 0.0
19. Religious background of couple	10 50.0	3 15.0	3 15.0	1 5.0	2 10.0	0 0.0	1 5.0
20. Who makes the really important decisions in family living	6 30.0	3 15.0	3 15.0	2 10.0	5 25.0	1 5.0	0 0.0
21. Your beliefs regarding racial intermarriage	6 30.0	4 20.0	2 10.0	5 25.0	1 5.0	0 0.0	2 10.0
22. Who should have the most power in the family	4 20.0	7 35.0	3 15.0	3 15.0	2 10.0	0 0.0	1 5.0
23. Who should make decisions which affect each member of the family	2 10.0	6 30.0	1 5.0	4 20.0	6 30.0	0 0.0	1 5.0
24. How to determine how much should be spent for basic expense items	3 15.0	7 35.0	0 0.0	7 35.0	2 10.0	0 0.0	1 5.0

Appendix H-3

SECOND INFORMATION - FEMALE - RURAL

N = 79

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	15 19.0	21 26.6	2 2.5	19 24.0	19 24.0	3 3.8	0 0.0
2. Why date only a "Steady"	20 25.3	24 30.3	4 5.0	20 25.3	5 6.3	5 6.3	1 1.2
3. Conscious preparation for engagement	16 20.2	19 24.0	12 15.2	15 19.0	12 15.2	4 5.0	1 1.2
4. Selection of a dating partner	18 22.8	16 20.2	9 11.4	25 31.6	8 10.0	3 3.8	0 0.0
5. What to do on a date	17 21.5	18 22.8	11 13.9	14 17.7	12 15.2	7 8.8	0 0.0
6. Keeping your parents informed of whereabouts	5 6.3	15 19.0	18 22.8	20 25.3	17 21.5	4 5.0	0 0.0
7. Financing your dates	17 21.5	14 17.7	0 0.0	26 32.9	16 20.2	3 3.8	3 3.8
8. What attracts you to the opposite sex as a date	13 16.5	22 27.8	10 12.6	19 24.0	11 13.9	4 5.0	0 0.0
9. Who determines the number of dates you have per week	12 15.2	23 29.1	2 2.5	18 22.8	10 12.6	12 15.2	2 2.5
10. Length of dating period before engagement	23 29.1	7 8.8	10 12.6	26 32.9	9 11.4	2 2.5	2 2.5
11. Length of engagement before marriage	23 29.1	10 12.6	14 17.7	20 25.3	7 8.8	5 6.3	0 0.0
12. Whether high school students should marry	14 17.7	29 36.7	8 10.0	18 22.8	7 8.8	2 2.5	1 1.2
13. Who should perform the wedding ceremony	34 43.0	3 3.8	15 19.0	9 11.4	9 11.4	7 8.8	2 2.5
14. Who has responsibility for the checking account	17 21.5	24 30.3	3 3.8	8 10.0	19 24.0	6 7.6	2 2.5
15. Ownership of all family property	5 6.3	16 20.2	10 12.6	18 22.8	21 26.6	6 7.6	3 3.8
16. The number of children a family should have	15 19.0	9 11.4	15 19.0	11 13.9	20 25.3	6 7.6	3 3.8
17. The bases of a successful marriage	21 26.6	10 12.6	14 17.4	12 15.2	15 19.0	6 7.6	1 1.2
18. Admission of contact with the opposite sex to one's spouse	14 17.7	12 15.2	7 8.8	19 24.0	19 24.0	5 6.3	3 3.8
19. Religious background of couple	31 39.2	5 6.3	20 25.3	8 10.0	13 16.5	1 1.2	1 1.2
20. Who makes the really important decisions in family living	14 17.7	7 8.8	17 21.5	19 24.0	18 22.8	3 3.8	1 1.2
21. Your beliefs regarding racial intermarriage	16 20.2	11 13.9	15 19.0	15 19.0	18 22.8	3 3.8	1 1.2
22. Who should have the most power in the family	15 19.0	13 16.5	18 22.8	15 19.0	13 16.5	3 3.8	2 2.5
23. Who should make decisions which affect each member of the family	18 22.8	15 19.0	14 17.7	19 24.0	7 8.8	3 3.8	3 3.8
24. How to determine how much should be spent for basic expense items	24 30.3	16 20.2	8 10.0	11 13.9	16 20.2	2 2.5	2 2.5

APPENDIX H-4

SECOND INFORMATION - FEMALE - FARM

N = 61

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	14 22.9	13 21.3	2 3.2	11 18.0	17 27.8	3 4.9	1 1.6
2. Why date only a "Steady"	15 24.6	17 27.8	5 8.1	10 16.4	11 18.0	0 0.0	3 4.9
3. Conscious preparation for engagement	14 22.9	2 3.2	14 22.9	13 21.3	13 21.3	2 3.2	3 4.9
4. Selection of a dating partner	21 34.4	6 9.8	11 18.0	14 22.9	5 8.1	1 1.6	3 4.9
5. What to do on a date	16 26.2	11 18.0	11 18.0	5 8.1	15 24.6	2 3.2	1 1.6
6. Keeping your parents informed of whereabouts	4 6.5	9 14.7	19 31.1	15 24.6	9 14.7	3 4.9	2 3.2
7. Financing your dates	13 21.3	11 18.0	3 4.9	19 31.1	10 16.4	1 1.6	4 6.5
8. What attracts you to the opposite sex as a date	16 26.2	15 24.6	4 6.5	13 21.3	11 18.0	0 0.0	2 3.2
9. Who determines the number of dates you have per week	4 6.5	18 29.5	9 14.7	18 29.5	6 9.8	2 3.2	4 6.5
10. Length of dating period before engagement	16 26.2	4 6.5	10 16.4	17 27.8	11 18.0	2 3.2	1 1.6
11. Length of engagement before marriage	20 32.8	4 6.5	7 11.4	19 31.1	7 11.4	1 1.6	3 4.9
12. Whether high school students should marry	23 37.7	8 13.1	13 21.3	10 16.4	5 8.1	0 0.0	2 3.2
13. Who should perform the wedding ceremony	30 49.2	4 6.5	17 27.8	5 8.1	3 4.9	0 0.0	2 3.2
14. Who has responsibility for the checking account	9 14.7	6 9.8	3 4.9	16 26.2	18 29.5	5 8.1	4 6.5
15. Ownership of all family property	6 9.8	13 21.3	4 6.5	14 22.9	17 27.8	4 6.5	3 4.9
16. The number of children a family should have	16 26.2	9 14.7	11 18.0	9 14.7	11 18.0	3 4.9	2 3.2
17. The bases of a successful marriage	18 29.5	8 13.1	12 19.6	6 9.8	14 22.9	2 3.2	1 1.6
18. Admission of contact with the opposite sex to one's spouse	15 24.6	7 11.4	4 6.5	15 24.6	14 22.9	2 3.2	4 6.5
19. Religious background of couple	31 50.8	1 1.6	10 16.4	8 13.1	9 14.7	1 1.6	1 1.6
20. Who makes the really important decisions in family living	18 29.5	9 14.7	12 19.6	9 14.7	10 16.4	2 3.2	1 1.6
21. Your beliefs regarding racial intermarriage	17 27.8	9 14.7	9 14.7	8 13.1	16 26.2	1 1.6	1 1.6
22. Who should have the most power in the family	13 21.3	7 11.4	14 22.9	13 21.3	11 18.0	2 3.2	1 1.6
23. Who should make decisions which affect each member of the family	11 18.0	8 13.1	10 16.4	16 26.2	12 19.6	3 4.9	1 1.6
24. How to determine how much should be spent for basic expense items	11 18.0	9 14.7	3 4.9	12 19.6	22 36.0	3 4.9	1 1.6

APPENDIX I-1

LEAST INFORMATION - FEMALE - URBAN

N = 107

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	21 19.6	15 14.0	40 37.4	8 7.7	17 15.9	6 5.6	0 0.0
2. Why date only a "Steady"	21 19.6	24 22.4	27 25.2	8 7.7	16 15.0	9 8.4	2 1.8
3. Conscious preparation for engagement	17 15.9	21 19.6	25 23.3	17 15.9	23 21.5	4 3.7	0 0.0
4. Selection of a dating partner	20 18.7	24 22.4	26 24.3	9 8.4	22 20.5	6 5.6	0 0.0
5. What to do on a date	28 26.1	17 15.9	26 24.3	8 7.7	23 21.5	5 4.7	0 0.0
6. Keeping your parents informed of whereabouts	2 1.8	19 17.8	26 24.3	27 25.2	20 18.7	12 11.2	1 0.9
7. Financing your dates	15 14.0	21 19.6	35 32.7	15 14.0	12 11.2	7 6.5	2 1.8
8. What attracts you to the opposite sex as a date	31 28.9	24 22.4	24 22.4	10 9.3	15 14.0	2 1.8	1 0.9
9. Who determines the number of dates you have per week	9 8.4	22 20.5	23 21.5	23 21.5	18 16.8	9 8.4	3 2.8
10. Length of dating period before engagement	19 17.8	20 18.7	27 25.2	24 22.4	9 8.4	5 4.7	3 2.8
11. Length of engagement before marriage	22 20.5	19 17.8	22 20.5	24 22.4	14 13.1	3 2.8	3 2.8
12. Whether high school students should marry	15 14.0	23 21.5	28 26.1	20 18.7	13 12.1	6 5.6	2 1.8
13. Who should perform the wedding ceremony	10 9.3	23 21.5	13 12.1	30 28.0	17 15.9	11 10.3	3 2.8
14. Who has responsibility for the checking account	6 5.6	12 11.2	25 23.3	27 25.2	23 21.5	8 7.7	6 5.6
15. Ownership of all family property	2 1.8	15 14.0	20 18.7	27 25.2	25 23.3	11 10.3	7 6.5
16. The number of children a family should have	18 16.8	20 18.7	28 26.1	22 20.5	10 9.3	6 5.6	3 2.8
17. The bases of a successful marriage	17 15.9	20 18.7	16 15.0	34 31.7	11 10.3	6 5.6	3 2.8
18. Admission of contact with the opposite sex to one's spouse	13 12.1	21 19.6	21 19.6	19 17.8	20 18.7	7 6.5	6 5.6
19. Religious background of couple	11 10.3	24 22.4	6 5.6	30 28.0	21 19.6	11 10.3	4 3.7
20. Who makes the really important decisions in family living	6 5.6	15 14.0	21 19.6	32 29.9	19 17.8	11 10.3	3 2.8
21. Your beliefs regarding racial intermarriage	18 16.8	13 12.1	32 29.9	24 22.4	11 10.3	5 4.7	4 3.7
22. Who should have the most power in the family	8 7.7	23 21.5	20 18.7	30 28.0	15 14.0	6 5.6	5 4.7
23. Who should make decisions which affect each member of the family	6 5.6	20 18.7	18 16.8	28 26.1	22 20.5	10 9.3	3 2.8
24. How to determine how much should be spent for basic expense items	3 2.8	16 15.0	26 24.3	19 17.8	24 22.4	15 14.0	4 3.7

APPENDIX I-2

LEAST INFORMATION - FEMALE - SUBURBAN

N = 20

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	4 20.0	3 15.0	4 20.0	4 20.0	5 25.0	0 0.0	0 0.0
2. Why date only a "Steady"	6 30.0	4 20.0	6 30.0	3 15.0	0 0.0	1 5.0	0 0.0
3. Conscious preparation for engagement	2 10.0	4 20.0	7 35.0	2 10.0	4 20.0	1 5.0	0 0.0
4. Selection of a dating partner	4 20.0	5 25.0	4 20.0	1 5.0	4 20.0	1 5.0	1 5.0
5. What to do on a date	6 30.0	1 5.0	3 15.0	3 15.0	5 25.0	1 5.0	1 5.0
6. Keeping your parents informed of whereabouts	1 5.0	2 10.0	3 15.0	10 50.0	4 20.0	0 0.0	0 0.0
7. Financing your dates	2 10.0	8 40.0	2 10.0	1 5.0	5 25.0	2 10.0	0 0.0
8. What attracts you to the opposite sex as a date	5 25.0	3 15.0	3 15.0	4 20.0	2 10.0	3 15.0	0 0.0
9. Who determines the number of dates you have per week	0 0.0	5 25.0	4 20.0	6 30.0	2 10.0	2 10.0	1 5.0
10. Length of dating period before engagement	2 10.0	2 10.0	1 5.0	10 50.0	3 15.0	2 10.0	0 0.0
11. Length of engagement before marriage	0 0.0	3 15.0	1 5.0	11 55.0	2 10.0	2 10.0	1 5.0
12. Whether high school students should marry	7 35.0	1 5.0	4 20.0	6 30.0	2 10.0	0 0.0	0 0.0
13. Who should perform the wedding ceremony	5 25.0	2 10.0	1 5.0	3 15.0	8 40.0	1 5.0	0 0.0
14. Who has responsibility for the checking account	1 5.0	2 10.0	3 15.0	5 25.0	6 30.0	1 5.0	2 10.0
15. Ownership of all family property	0 0.0	6 30.0	2 10.0	3 15.0	4 20.0	4 20.0	1 5.0
16. The number of children a family should have	4 20.0	4 20.0	2 10.0	3 15.0	3 15.0	3 15.0	1 5.0
17. The bases of a successful marriage	4 20.0	1 5.0	4 20.0	6 30.0	3 15.0	1 5.0	1 5.0
18. Admission of contact with the opposite sex to one's spouse	4 20.0	2 10.0	3 15.0	8 40.0	2 10.0	0 0.0	1 5.0
19. Religious background of couple	3 15.0	6 30.0	0 0.0	3 15.0	7 35.0	0 0.0	1 5.0
20. Who makes the really important decisions in family living	1 5.0	3 15.0	3 15.0	8 40.0	4 20.0	0 0.0	1 5.0
21. Your beliefs regarding racial intermarriage	2 10.0	1 5.0	5 25.0	5 25.0	6 30.0	0 0.0	1 5.0
22. Who should have the most power in the family	2 10.0	3 15.0	2 10.0	6 30.0	6 30.0	0 0.0	1 5.0
23. Who should make decisions which affect each member of the family	3 15.0	1 5.0	5 25.0	5 25.0	6 30.0	0 0.0	0 0.0
24. How to determine how much should be spent for basic expense items	2 10.0	3 15.0	4 20.0	2 10.0	9 45.0	0 0.0	0 0.0

APPENDIX I-3

LEAST INFORMATION - FEMALE - RURAL

N = 79

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	19 24.0	16 20.2	23 29.1	6 7.6	13 16.5	1 1.2	1 1.2
2. Why date only a "Steady"	17 21.5	9 11.4	19 24.0	4 5.0	25 31.6	3 3.8	2 2.5
3. Conscious preparation for engagement	9 11.4	16 20.2	12 15.2	[illegible] 21.5	17 21.5	7 8.8	1 1.2
4. Selection of a dating partner	17 21.5	13 16.5	13 16.5	8 10.0	25 31.6	3 3.8	0 0.0
5. What to do on a date	20 25.3	12 15.2	16 20.2	13 16.5	15 19.0	3 3.8	0 0.0
6. Keeping your parents informed of whereabouts	5 6.3	24 30.3	8 10.0	21 26.6	15 19.0	5 6.3	1 1.2
7. Financing your dates	11 13.9	18 22.8	19 24.0	11 13.9	13 16.5	4 5.0	3 3.8
8. What attracts you to the opposite sex as a date	20 25.3	18 22.8	22 27.8	5 6.3	10 12.6	4 5.0	0 0.0
9. Who determines the number of dates you have per week	5 6.3	24 30.3	13 16.5	15 19.0	14 17.4	4 5.0	4 5.0
10. Length of dating period before engagement	8 10.0	16 20.2	18 22.8	16 20.2	15 19.0	5 6.3	1 1.2
11. Length of engagement before marriage	8 10.0	21 26.6	12 15.2	16 20.2	19 24.0	2 2.5	1 1.2
12. Whether high school students should marry	17 21.5	12 15.2	17 21.5	13 16.5	16 20.2	3 3.8	1 1.2
13. Who should perform the wedding ceremony	7 8.8	20 25.3	7 8.8	22 27.8	17 21.5	4 5.0	2 2.5
14. Who has responsibility for the checking account	2 2.5	17 21.5	16 20.2	21 26.6	12 15.2	8 10.0	3 3.8
15. Ownership of all family property	4 5.0	17 21.5	15 19.0	17 21.5	17 21.5	7 8.8	2 2.5
16. The number of children a family should have	15 19.0	14 17.4	16 20.2	14 17.4	13 16.5	6 7.6	1 1.2
17. The bases of a successful marriage	8 10.0	20 25.3	12 15.2	20 25.3	11 13.9	6 7.6	2 2.5
18. Admission of contact with the opposite sex to one's spouse	15 19.0	9 11.4	14 17.4	16 20.2	13 16.5	7 8.8	5 6.3
19. Religious background of couple	9 11.4	19 24.0	6 7.6	23 29.1	13 16.5	8 10.0	1 1.2
20. Who makes the really important decisions in family living	6 7.6	20 25.3	6 7.6	22 27.8	16 20.2	7 8.8	2 2.5
21. Your beliefs regarding racial intermarriage	10 12.6	12 15.2	17 21.5	20 25.3	15 19.0	5 6.3	0 0.0
22. Who should have the most power in the family	12 15.2	12 15.2	11 13.9	20 25.3	15 19.0	7 8.8	2 2.5
23. Who should make decisions which affect each member of the family	8 10.0	13 16.5	11 13.9	19 24.0	20 25.3	5 6.3	3 3.8
24. How to determine how much should be spent for basic expense items	7 8.8	14 17.4	17 21.5	20 25.3	13 16.5	6 7.6	2 2.5

APPENDIX I-4

LEAST INFORMATION - FEMALE - FARM

N = 61

Item	Parents	School	Church	Peer Group	Reading	Other	No Answer
1. Knowledge of the opposite sex	12 19.6	10 16.4	15 24.6	5 8.1	14 22.9	4 6.5	1 1.6
2. Why date only a "Steady"	23 37.7	10 16.4	9 14.7	2 3.2	11 18.0	4 6.5	2 3.2
3. Conscious preparation for engagement	6 9.8	11 18.0	12 19.6	13 21.3	14 22.9	2 3.2	3 4.9
4. Selection of a dating partner	12 19.6	11 18.0	7 11.4	10 16.4	16 26.2	2 3.2	3 4.9
5. What to do on a date	20 32.8	10 16.4	12 19.6	3 4.9	12 19.6	2 3.2	2 3.2
6. Keeping your parents informed of whereabouts	0 0.0	18 29.5	9 14.7	17 27.9	14 22.9	1 1.6	2 3.2
7. Financing your dates	10 16.4	10 16.4	12 19.6	4 6.5	16 26.2	4 6.5	5 8.1
8. What attracts you to the opposite sex as a date	21 34.4	9 14.7	8 13.1	5 8.1	13 21.3	3 4.9	2 3.2
9. Who determines the number of dates you have per week	6 9.8	14 22.9	13 21.3	15 24.6	7 11.4	1 1.6	5 8.1
10. Length of dating period before engagement	10 16.4	13 21.3	12 19.6	13 21.3	12 19.6	0 0.0	1 1.6
11. Length of engagement before marriage	6 9.8	12 19.6	12 19.6	15 24.6	11 18.0	1 1.6	4 6.5
12. Whether high school students should marry	7 11.4	10 16.4	7 11.4	15 24.6	18 29.5	1 1.6	3 4.9
13. Who should perform the wedding ceremony	2 3.2	11 18.0	6 9.8	14 22.9	22 36.0	3 4.9	3 4.9
14. Who has responsibility for the checking account	3 4.9	13 21.3	8 13.1	18 29.5	12 19.6	2 3.2	5 8.1
15. Ownership of all family property	2 3.2	8 13.1	7 11.4	18 29.5	20 32.8	2 3.2	4 6.5
16. The number of children a family should have	8 13.1	11 18.0	12 19.6	13 21.3	13 21.3	1 1.6	3 4.9
17. The bases of a successful marriage	8 13.1	9 14.7	10 16.4	20 32.8	11 18.0	2 3.2	1 1.6
18. Admission of contact with the opposite sex to one's spouse	11 18.0	8 13.1	9 14.7	12 19.6	16 26.2	0 0.0	5 8.1
19. Religious background of couple	7 11.4	18 29.5	4 6.5	15 24.6	13 21.3	3 4.9	1 1.6
20. Who makes the really important decisions in family living	4 6.5	9 14.7	8 13.1	20 32.8	18 29.5	1 1.6	1 1.6
21. Your beliefs regarding racial intermarriage	5 8.1	18 29.5	11 18.0	18 29.5	6 9.8	2 3.2	1 1.6
22. Who should have the most power in the family	5 8.1	8 13.1	11 18.0	12 19.6	21 34.4	2 3.2	2 3.2
23. Who should make decisions which affect each member of the family	2 3.2	16 26.2	6 9.8	13 21.3	20 32.8	2 3.2	2 3.2
24. How to determine how much should be spent for basic expense items	6 9.8	12 19.6	10 16.4	15 24.6	13 21.3	4 6.5	1 1.6

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